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AUTHOR Robbins, Jane; Powell, Anne
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ABSTRACT

This modular curriculum on state librarianship is designed to be used as a basis for a full-length library science course, instructional segments of several courses, continuing education courses, or workshops. The 20 curriculum modules cover the many facets of state libraries and their activities--history, functions, social and political environment, laws and legislation, collections, management, budgeting, evaluation, and services to the legislature and state agencies. In addition, there is emphasis on the special role and responsibility of state libraries as coordinators of interlibrary ccoperation, networking, library development, continuing education, consulting, planning, and institutional and special library services. Each module includes a lecture content outline, ancillary learning activities, and additional material for expanding the lecture. Lists of possible target audiences, objectives, and basic and supportive readings are also provided for each module. A separate bibliography related to each module is attached. (LS)

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STATE LIBRARIANSHIP: MODULAR CURRICULUM

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Jane Robbins and Anne Powell
Institute for the Education of Prospective
State Library Agency Professional Personnel
Wyoming State Library
Cheyenne, Wyoming
June, 1976

IR003702

STATE LIBRARIANSHIP: MODULAR CURRICULUM

by Jane Robbins and Anne Powell

During the spring of 1976, twelve (12) students from seven western states accredited library schools gathered in Cheyenne at the Wyoming State Library to participate in an experimental course of instruction devoted to State Librarianship. The course was a 10 week program sponsored by the U.S. Office of Education under the Higher Education Act, Title II-B and was entitled Institute for the Education of Prospective State Library Agency Professional Personnel (fondly referred to as EPSLAPP).

This modular curriculum is based upon the most salient of the over 150 hours of classroom instruction which were the core of the Institute program. (Participants also spent the month of May 1976 as interns in various types of libraries throughout the State of Wyoming.) Twenty instructors, including state librarians, library educators, network directors and staff members of the Wyoming State Library, developed and presented the classroom component of the Institute.

Curriculum Purpose:

This curriculum has been developed because it was determined by the Institute Director, Jane Robbins, that there has been too little attention focused toward State Library Agencies in graduate library school programs and other library instructional courses. Because the role of state library agencies has become increasingly important over the past thirty (30) years and because evidence indicates that this importance, especially in areas of leadership and planning, will not diminish, it is essential that librarians receive some form of instruction devoted to State Librarianship.

Hopefully the State Librarianship Modular Curriculum will be useful to library educators in several contexts:

1.) As the basis of a quarter or semester length course or seminar in library schools devoted to state librarianship. It could be utilized either in the basic library school program or in the sixth year certificate program;
2.) As the basis for instructional sessions ranging from 50 minutes to 3 hours in other library school courses (eg. the Library as a Social Organization or Library Administration, etc.); and
3.) As the basis for continuing education/staff development programs primarily for library trustees, and state library agency personnel, but also for personnel from any type of library.

Curriculum Design and Use:

The curriculum is organized into 20 learning units or modules concerned

with state librarianship. (See the Table of Contents, for the module list.) Each module includes:

1.) A 50 to 60 minute lecture session. (See Content Outline: Part IV of each module).
2.) Several Ancillary Activities. (Part V of each module). Each activity is expected to utilize approximately 30 minutes; and
3.) Additional Considerations (Part VI of each module), which are suggestions to extend the lecture portion of the module by approximately 30 minutes for use in longer, semester-oriented curricula.

Each module also includes:

1.) Target audiences for the module. (Part I of each module). The library school course titles are those used by the Journal of Education for Librarianship in its annual directory issue. A special course in State Librarianship is assumed and is not repeated for each module;
2.) Objectives to be accomplished. (Part II of each module).
3.) Basic Readings (Part III); and,
4.) Supportive Readings (Part VII).

It is believed that this curriculum has sufficient flexibility to be useful in 50 minutes, 1½ hour and 3 hour (by using 2 modules together) instructional sessions. For a semester length, seminar curriculum which will meet in 15, 3 hour sessions it is suggested that instructors may wish to utilize more of the ancillary activities which are given in Part V of each module. Emphasis on the following five (5) modules is also encouraged for the semester seminar curriculum:

2.) HISTORICAL APPROACH;
6.) STATE LEVEL LEGISLATIVE PROCESSES RELATED TO LIBRARY PROGRAMS;
7.) FEDERAL LEVEL LEGISLATIVE PROCESSES RELATED TO LIBRARY PROGRAMS;
9.) FEDERAL LIBRARY LAW
12.) NETWORKING

The modules might also be used to design mini-courses of approximately 10 days in length and/or 2 to 5 day workshops by combining the modules into the following 5 areas of concern:

1.) The Legislative Environment and the State Library Agency. (Modules 5,6,7,8 and 9).
2.) The History and Functions of State Library Agencies. (Modules 1,2, 3,18 and 19).

(The above 10 modules are suggested as a useful base for a mini-course or 10 day workshop on State Librarianship).

3.) Key State Library Responsibilities:
Planning, Development, Consulting, Continuing Education and Evaluation. (Modules 10,13,14,15 and 20).

4.) State Library Role in Interlibrary Cooperation and Networking. (Modules 11 and 12).

(Modules 11 and 12 might well be combined with the modules listed under Key State Library responsibilities for a longer curriculum).

5.) The State Library and its Relationship to Other State Agencies. (Modules 16 and 17).

It is also believed that this curriculum is conducive to a variety of instructional approaches, ie. lecture, lecture/discussion and/or experiential. Instructors using this curriculum will obviously want to use those instructional approaches with which they are familiar and comfortable. Additionally, it is believed that the curriculum, because it is the product of only one experimental instructional course given in an Institute context, is in a state of development. It is not presumed to be the best curriculum for teaching a course in State Librarianship; nor are the component modules considered to be the best approach to the topics focusing on State Librarianship which might be used in other library school courses and/or continuing education and staff development programs. The curriculum is offered only as a guide in the development of course and/or instructional session(s) for those who wish to teach in the area of State Librarianship; obviously, the basic approach and style will vary among instructors and target audiences.

Basic Materials:

In preparing oneself for instruction in the area of state librarianship there are a small number of materials which are considered essential. These same materials might be used as required texts for a full course devoted to state librarianship, but in any case, parts of them would be basic reading for many of the individual modules. The essential materials are:

1. Association of State Library Agencies. Standards Revision Committee. Standards for Library Functions at the State Level. Chicago: American Library Association, 1970.
2. Casey, Genevieve, M., ed. "Federal Aid to Libraries," Library Trends, v. 24 (July 1975).
3. Monypenny, Phillip. Library Functions of the States. Chicago: American Library Association, 1966. *(This volume is out of print, but is available from University Microfilms, order #OP65856).
4. National Commission on Libraries & Information Science. Toward a National Program for Library and Information Services: goals for action. Washington, D.C.: 1975.
5. St. Angelo, D., A. Hartsfield, and H. Goldstein. State Library Policy. Chicago: American Library Association, 1971.
6. Simpson, Donald B., comp. and editor. The State Library Agencies; a survey project report. Chicago: Association of State Library Agencies, 1975.

Additionally, the state plan for your state may well be a basic text for your instructional approach; however, some state plans are more exemplary than others, especially with respect to specific programs; for example, the Washington State Library's plan for service to state institutions is exemplary. Therefore while the instructor will undoubtedly want to concentrate on the activities of his/her own state, other state's activities should be an integral part of the instruction.

Several of the experiential ancillary activities presume the knowledge of Robert E. Brown's Joetta Community Library: A Simulation Exercise in Library Administration. Urbana: University of Illinois, Graduate School of Library Science, February 1975. (Occasional Papers no. 118).

A relatively comprehensive bibliography accompanies this curriculum so that additional materials will be easily identifiable for instructors who wish to utilize more or different materials to accompany the modules.

It is hoped that this State Librarianship Modular Curriculum will be of use to library school instructors and other continuing education and staff development personnel. Suggestions, corrections, criticisms etc. should be sent to Jane Robbins, c/o Wyoming State Library, Cheyenne, WY 82002.

STATE LIBRARIANSHIP MODULAR CURRICULUM: TABLE OF CONTENTS

1. The Phenomena of State Library Agencies
2. Historical Approach to the Development of State Librarianship
3. Social & Political Environment of State Library Agencies
4. Functions of State Library Agencies
5. Legislative Process: General considerations
6. State Level Legislative Processes Related to Library Programs
7. Federal Level Legislative Processes Related to Library Programs
8. State Library Laws
9. Federal Library Laws/NCLIS
10. Planning Responsibilities & Techniques
11. State Library Collections and Interlibrary Cooperation/Coordination
12. Networking
13. Library Development - Responsibilities and Techniques
14. Continuing Education - Responsibilities and Techniques
15. Consulting - Responsibilities and Techniques
16. Services to State Institutions and Special Clients
17. Services to Legislatures & State Agencies
18. Management of the State Library Agency
19. Budgeting and Fiscal Concerns at the State Level
20. Evaluation/The Future

STATE LIBRARIANSHIP CURRICULUM MODULE 1

TOPIC: THE PHENOMENA OF STATE LIBRARY AGENCIES

I. Target Audiences:

1. Library School Courses: a)Introduction to Librarianship; b)Library Organization and Administration (general, public and special); c) The Library as a Social Organization.
2. Workshops, etc., for: a)Trustees; b)State Library Agency personnel; c)Library personnel from all types of libraries.

II. Objective(s):

1. Acquaint participants with the existence of state library agencies.
2. Acquaint participants, at an introductory level, with the context for development of state library agencies; ie., socio-political forces in the states.
3. Acquaint participants, at an introductory level, with the functions performed by state library agencies.

III. Basic Readings:

1. Monypenny, Phillip. The Library Functions of the States. Chicago: American Library Association, 1966. Chapter I "Library Services and State Government," p. 1-17. (This volume is OP - available as reprint from University Microfilms. Order #OP6856).
2. St. Angelo, Douglas, Annie Mary Hartsfield and Harold Goldstein. State Library Policy; its legislative and environmental contexts. Chicago: American Library Association, 1971. Chapter 1: "The Expanded Role of the State Library Agency", p. 1-6.

IV. Content Outline:

1. Social, political and economic forces which effected the development of state library agencies:
   - A. Needs of state government
   - B. Needs of the people
   - C. Local dollars and the Carnegie Approach
   - D. Uniqueness of the states: locus of the state library agency in state government organization. Emphasize your state.
2. Functions of state library agencies (simple overview)
   - A. Leadership
   - B. Planning & Evaluation
   - C. Development and Consultation
   - D. Federal and State Aid programs to public and other tax-supported libraries
   - E. Services to Public, School, Institution and state agency libraries
   - F. Research & Statistics
   - G. Related activities, eg. law, legislative reference, historical research, archives.
   - H. Other (include role in national, regional networks, etc.)

V. Ancillary Activities:

1. ACCESS tape: State Libraries (3/4" color cassette video tape, 20 minutes in length).+
2. See discussion question b.---Ask participants to put functions of state library agencies in priority order. Tabulate answers by priority. Urge participants to defend their choices.
3. Discussion questions:
   a. What should be the minimum qualifications for a person who assumes the role of state librarian? state.)
   b. Is it possible to give priorities to the various functions of state library agencies?
4. If possible invite State Librarian or someone who has worked for a state library agency to attend or give class.

VI. Additional Considerations for Semester Curriculum:

1. Emphasize the role of state library agencies in the establishment, promotion and support of public libraries--especially emphasize the role of state library agencies in securing and maintaining state aid to public libraries. Emphasize the growth of responsibility to include all types of libraries.

VII. Supportive Readings (items starred are basic for semester curriculum):

*1. Monypenny, op. cit. "The role of state government in the establishment, promotion and support of public libraries," by Alex D. Ladenson. Appendix F, p. 106-115.
2. Nelson Associates, Inc. American State Libraries and State Library Agencies: an overview and recommendations. New York: 1967. (ERIC document #ED022486)
3. Simpson, Donald B., comp. & ed. The State Library Agencies; a survey project report. Chicago: Association of State Library Agencies, 1975.

+available from: ACCESS, Graduate School of Librarianship, University of Denver, Denver, Colo. 80210

STATE LIBRARIANSHIP CURRICULUM MODULE 2

TOPIC: HISTORICAL APPROACH TO THE DEVELOPMENT OF STATE LIBRARIANSHIP

I. Target Audiences:

1. Library School Courses: a)History of Books, Printing and Libraries; b)The Library as a Social Organization; c)Library Organization and Administration (public).
2. Workshops, etc., for: None; except possible special interest groups.

II. Objective(s):

1. To develop in participants an understanding of the effects historical trends have had on the development of the characteristics of today's state library agencies.

III. Basic Readings:

1. Homes, Henry A. "State and Territorial Libraries" in U.S. Department of the Interior Bureau of Education. Public Libraries in the United States of America; Their History, Condition, and Management; special report, part I. Washington, D.C. GPO, 1876. Chapter XII, p. 292-311. (I16.2:L61/1).
2. Garceau, Oliver. The Public Library in the Political Process. New York: Columbia University Press, 1949. p. 214-239.
3. Bowker Annual, 1975, p. 130-134. (On LSCA. Use most recent Annual available)
4. Bowker Annual, 1975, p. 47-52. (On NCLIS. Use most recent Annual available)

IV. Content Outline:

1. Early History of State Libraries
   - A. How created
   - B. Original purposes
   - C. Who worked in them
   - D. Location in State Government
2. Progressive movement of the 1880's
   - A. Restore the good old days
   - B. Movement to city manager government and lay boards
3. Library extension movement - the "library faith"
   - A. Certification
   - B. Standards
4. Federal aid to libraries (brief introduction) The Library Demonstration Bill of 1947-9. Library Services Act 1956. Library Services and Construction Act 1965 and Amendments thereto.
5. NCLIS and the future (brief introduction)

V. Ancillary Activities:

1. Discussion questions:
   a. What are the characteristics of your state which you believe have influenced the development of its state library agency?
   b. Is any kind of book better than none?
2. Role Play: The role play is for 6 individuals. The parts are for one person from the state library agency and 5 interested citizens, 3 men and 2 women. Role Play follows on p. 2.4-2.5.

VI. Additional Considerations for Semester Curriculum:

1. Further emphasize the role of the state library agency in public library establishment and development. Especially emphasize Garceau's concept of the library "faith".
2. Lecture in fuller detail on the Library Demonstration Bill of 1947-1949.

VII. Supportive Readings (item(s) starred are basic for semester curriculum):

*1. Garceau, op. cit., p. 50-52, 141-149.
2. U.S. Congress House. Education and Labor Committee. Demonstration public library service; hearings before subcommittee no. 1, 80th Congress, 1st session on H.R 2465, December 9 and 10, 1947. Washington, D.C.: GPO, 1948 (Y4.Ed8/1:L61/v.1)
3. Leigh, Robert D. The Public Library in the United States. N.Y.: Columbia University Press. 1950. p. 155-159.
4. U.S. Office of Education. The State and Publicly Supported Libraries; Structure and Control at State Level, by F.F. Beach, R.M. Dunbar and R.F. Will. Washington, D.C.: GPO, 1956. (Miscellaneous Circular no. 24). (FS5.30:24)
5. ____. _____. State Library Extension Services; A Survey of Resources and Activities of State Library Administrative Agencies: 1955-1956, by W.L. Morin and N.M. Cohen. Washington, D.C.: GPO, 1960. (Miscellaneous Circular no. 36) (FS5.215: 15009)
6. ____. _____. State Library Extension; resources and services: 1960-1961, by N.M. Cohen. Washington, D.C.: GPO, 1966. (Miscellaneous Circular no. 766) (FS5. 215: 15009-A)

Library Faith Role Play

(6 characters: 3 men, 3 women)

(Role play to accompany State Librarianship Curriculum Module 2: HISTORICAL APPROACH TO THE DEVELOPMENT OF STATE LIBRARIANSHIP)

Purpose of role play:

The purpose of this role play is to stimulate discussion about the effect Garceau's concept of the library faith had in the library extension movement from the late 1800's through the passage of the 1956 Library Services Act and beyond.

Setting:

1919 in Joetta, Iowa. The library extension movement is just developing an enthusiastic following. Five people from the Joetta area have formed a somewhat loosely structured library board to determine if they can bring some sort of library service to Joetta. They have invited Miss Tobias to attend this meeting so that they can get help in developing a plan to bring about community support for their hope of library service.

Roles:

1. Miss Hannah Tobias - Librarian of the Iowa Traveling Library Commission. 45 years of age. Originally a school teacher in Des Moines, she has lived in Iowa all her life. She has been Librarian at the Commission for the past ten years, is a vital force in library extension throughout the state, and a true believer in the "library faith."

Board:

2. Mr. Chester Norton - Banker. 53 years of age. Chester is originally from Massachusetts. He came to Joetta 20 years ago to begin its' first bank. He has the largest personal library in town and, provided that a fitting (ie. Carnegiesque) building could be provided, his library (largely composed of philosophical and religious tracts) will be donated to the community library. He asks very practical questions about; location for the library, the quality of construction, cost, etc.
3. Mr. Caleb Brown - prominent farmer. 30 years of age. Mr. Brown is second gerneration in the Joetta area. He is very concerned that the growing town of Joetta is attracting persons of less than decorous character to the area. He sincerely believes that good reading will settle down the rabble.
4. Dr. Reuben Farnsworthy. 71 years of age. Retired botany professor from New Jersey. He has lived in Joetta for 6 years - always as a retired individual. The other people on this library "board" do

not know Reuben too well, but assume that he is of the same opinion as they are, ie. books are good for you. Actually, Reuben thinks books are fun as well as useful and he has been writing a series of "racey" novels published under a pseudonym since his retirement. As the board meeting goes on Reuben realizes that Amy is his best hope for agreeing with him that libraries can be more than the shapers of moral fiber.

5. Mrs. Susan Natures. Wife of the local Episcopal Vicar. 42 years of age. She is as rabid admirer of Mr. Norton and often wishes her husband showed such good sound business sense. She generally agrees with anything Mr. Norton suggests. She also tries to get his approval for the ideas she has by tacking onto the end of her sentences; "Don't you agree, Chester?" or similar phrases. She is a believer in the "books are good for you" philosophy. She has lived in Joetta for 20 years, coming form Indiana in 1899.
6. Miss Amy Evans. Local elementary school teacher. A native of Joetta. 29 years of age. Amy has not decided what she believes about the value of a public library in Joetta. She asks questions which focus on the purpose(s) of the library. As the board meeting continues Amy comes to recognize that Reuben's view of libraries as fun as well as educational is closest to her own opinion.

STATE LIBRARIANSHIP CURRICULUM MODULE 3

TOPIC: SOCIAL AND POLITICAL ENVIRONMENT OF STATE LIBRARY AGENCIES

I. Target Audiences:

1. Library School Courses: a)The Library as a Social Organization.
2. Workshops, etc., for: a)State Library Agency personnel; b)Trustees; c)Library personnel form all types of libraries.

II. Objectives:

1. Acquaint participants with social factors which influence the behavior of state library agencies in a state or community.
2. Acquaint participants with the political pressures and factors accompanying the current organizational patterns of state library agencies.

III. Basic Readings:

1. St. Angelo, Douglas, Annie Mary Hartsfield and Harold Goldstein. State Library Policy; its legislative and environmental contexts. Chicago: American Library Association, 1971. Chapter 2, "The Agency in the Systems Context", pp. 7-19. (especially 1st part of chapter)
2. Monypenny, Phillip. The Library Functions of the States. Chicago: American Library Association. 1966. Chapter 2 & 3, "Administrative and Political Setting of State Agencies Performing Library Functions", and "The Political Factors Affecting Library Programs", pp.18-42.

IV. Content Outline:

1. Social Environment - Factors which influence State and Public Library Agencies
    - A. Socioeconomic factors
        1) Education/Literacy level
        2) Economic climate
        3) Cultural climate
    - B. Geographic factors
    - C. Emotional factors
2. Political Environment
    - A. Library support (including attitudes of groups, eg. local legislators, toward library support)
        1) Local
        2) State
        3) Federal
        4) Library Associations
    - B. Legislative policy
        1) Legal status of state and public libraries
        2) Standards
        3) Relationship to legislature and governor
        4) Relationship in government structure (i.e. under governor & board, education dept., recreation dept., etc.)
        5) Role of library associations

V. Ancillary Activities:

1. Discussion question(s):
   a. How have the social and political environments regarding libraries changed in the last five (ten) years in your state? Other states? Nationally?
   b. Has the legislature/state library board in your state changed their policies to allow for cooperation/coordination between libraries?
   c. What role has your State Library Association played in providing support for state library programs, funding etc.?
2. Get latest Census of Population V. 1 Characteristics of the Population for your state.
   a. Go to table 1 "Population of the State, urban and rural: 1870-1970." Discuss effects of population growth on the social/political environment affecting the role of the state library.
   b. Go to Table 32 - "Summary of Social Characteristics for urban places of 10,000 or more." Discuss effects of the distribution of the factors listed in the table on the role of the state library agency.

VI. Additional Considerations for Semester Curriculum:

1. Focus on status of State Library as response to growing need for cooperation and coordination of library resources, and the leadership role of the state library agency.

VII. Supportive Readings (item(s) starred are basic for semester curriculum):

*1. St. Angelo, Douglas, Annie Mary Hartsfield and Harold Goldstein. State Library Policy; its legislative and environmental contexts. Chicago: American Library Association, 1971. Chapter 3 "Patterns of State Library Activity" p. 20-43.
2. Beasley, Kenneth E. Librarians continued efforts to understand and adapt to community politics," Library Trends 24: 569-581. (January 1976).

STATE LIBRARIANSHIP CURRICULUM MODULE 4

TOPIC: FUNCTIONS OF STATE LIBRARY AGENCIES

I. Target Audiences:

1. Library School Courses: a)Library Organization and Adminstration (public); b)Introduction to Librarianship; c)possibly Information Systems and Networks.
2. Workshops, etc., for: a)State Library Agency personnel; b)Library personnel from all types of libraries; c)Trustees.

II. Objectives:

1. Acquaint participants, on a general level, with the functions performed by state library agencies.
2. Acquaint participants with patterns of current state library agency service.

III. Basic Readings:

1. American Association of State Libraries. Standards Revision Committee. Standards for Library Functions at the State Level. Chicago: American Library Association, 1970. 48 pages.
2. Monypenny, Phillip. The Library Functions of the States. Chicago: American Library Association, 1966. Chapter 4, "The Characteristics of Comprehensive State Libraries", pp. 43-63.

IV. Content Outline:

1. Internal responsiblilities of state library agencies
   - A. Collection
     1) State and local history & resources
     2) State - based authors
     3) State documents
     4) Legal publications
     5) Archives/Records Management
     6) Imprints from state publishers
   - B. Services
     1) Reference, ILL
     2) Bibliographic Services
     3) Public Relations
     4) General Circulation
2. External responsibilities of state library agencies
   - A. Statewide Library Development
     1) Leadership
     2) Cooperative services
     3) Coordination of above services
     4) Access to networks, etc., based out-of-state
     5) Consultant services
     6) Responsibility to legislature for development of statewide systems
     7) Continuing education
     8) Research
   - B. Financial responsibilities
     1) Channeling of state aid to public libraries
     2) Channeling of federal aid to public, school, institution libraries (LSCA, HEA, ESEA, Manpower, etc.)
   - C. Resource development
     1) Supplementary collection
     2) Union catalogs
     3) Direction for public and other libraries
   - D. Services to state government
     1) Legislative reference service
     2) Bill drafting, etc.
     3) Government publications collection
     4) History collection
     5) Legal collection
   - E. Institutional Service
     1) Channeling funds
     2) Providing materials
     3) Consultant services

V. Ancillary Activities:

1. Discussion Questions:
   a. What should the state library agency's role be in development of library service: supplemental or leadership? Why? Would it be different in different states?
2. Divide class into sections of 5 participants. Have them choose, or choose for them, different state library functions. Have them write a rough draft goal and objectives statement for that function.
3. Discuss Persistent Issues (sheet follows on p. 4.4).

VI. Additional Considerations for Semester Curriculum:

1. Focus on statewide development of libraries - such activities as: different kinds of consultant services, coordination of services statewide, state library agency role in coordination of services.
2. Alternate possibility: introductory explanation of LSCA and its functions in various states.

VII. Supportive Readings (item(s) starred are basic for semester curriculum):

1. St. Angelo, Douglas, Annie Mary Hartsfield, and Harold Goldstein. State Library Policy; its legislative and environmental contexts. Chicago: American Library Association, 1971. Chapter 3 "Patterns of State Library Activity", p. 20-43.
*2. Shubert, Joseph F. "The Impact of the Federal Library Services and Construction Act," Library Trends, 24 p. 27-45 (July 1975).

Persistent Issues In The Development Of State Library Agencies

by William Summers

1. Conflict between role as a service to state government and responsibility for library development.

2. Political vs. professional in staff selection.

3. Conflict between Historical Services and Library Development.

4. Conflict over administrative arrangements (appeared early and persists).

5. State Library and Equalization of Library Service across the state.

6. Search for larger units
   A. Standards
   B. Certification of personnel
   C. Systems

7. Conflicts between: large public libraries and state agencies, rural and urban situations, academic and state agencies.

8. Allocation of Federal funds to support state agency activities as opposed to grants to local libraries.

9. State responsibilities vs. Federal and/or local responsibilities.

10. Formula vs. project allocations of funds.

11. State operated library systems.

STATE LIBRARIANSHIP CURRICULUM 5

TOPIC: LEGISLATIVE PROCESS: GENERAL CONSIDERATIONS

I. Target Audiences:

1. Library School Courses: a)The library as a Social Organization; b)Library Organization and Administration (especially public); c)Special Literatures and Materials (documents); d)Introduction to Librarianship.
2. Workshops, etc., for: a)Library trustees; b)State Library Agency personnel; c)Library personnel from all types of libraries.

II. Objectives:

1. To introduce participants to the most important factors affecting the development and passage of legislation.
2. To acquaint participants with the general process through which legislation passes.

III. Basic Readings:

1. Heaphey, James J., ed. "Public administration and legislatures; a symposium." Public Administration Review 35: 478-508 (September-October 1975)
2. U.S. Congress House. 93rd Congress, 2nd session. How our laws are made. Washington, D.C.: G.P.O., 1974. (House Document No. 93-377).
3. Ladenson, Alex "Library legislation: Some general considerations",: Library Trends 19: 175-182 (October 1970).

IV. Content Outline:

1. Factors affecting the development and passage of legislation.
   - A. Historical environment: general and specific
   - B. Present socio/political/economic environment: general and specific. The effects of fads and trends
   - C. Legislators as individuals
   - D. Other
2. Legislative process
   - A. Sources of legislation
   - B. Forms of legislative action
   - C. Committees
   - D. Hearings
   - E. Reports
   - F. Vetoes
   - G. Laws, etc.
3. The importance of:
   - A. Being informed and up-to-date
   - B. Being visible
   - C. Grass roots support: letters, etc.
   - D. Lobbying
   - E. Other
4. The role of the ALA Washington Office and legislation committees of State Library Associations.

V. Ancillary Activities:

1. Invite a State or Federal legislator to speak to the group.
2. Trace action on legislation of importance to libraries at either the state or federal level; eg. a state aid bill, or LSCA and amendments.
3. Discussion Questions:
   a. Is the decision --to which committee a bill is to be assigned -- an important part of the legislative process? Why or why not?
4. Write a letter to a state or federal legislator about a current library program (Letters to Politicians: Do's and Don'ts, p. 5.4).

VI. Additional Considerations for Semester Curriculum:

1. Emphasize details of the current socio/political/economic environment. at both the federal and state levels, which affect the development and/or passage of library legislation.

VII. Supportive Readings (item(s) starred are basic for semester curriculum):

1. Krettek, Germaine. "Building Legislative Support for Library Programs, 1957-1972." American Libraries 4: 42:44 (January 1973)
2. Knight, D.M. and E.S. Nourse, eds. Libraries at Large. New York: Bowker, 1969.
3. "Who, me? A lobbyist?" Washington, D.C.: American Library Association, Washington Office, 1967 (available free).

LETTERS TO POLITICIANS: DO'S AND DON'TS

by Joseph Shubert

Do:

Address person properly
Write legibily
Be brief: have others read it before final typing
Give essential information
Use your own stationery
Use your own words
Know something special about your legislator
Write to express thanks as well as to ask for something
Include local material

Don't:

Send form letter
Be righteous
Apologize
Threaten
Be vague
Send carbons of letters to someone else to that person
Hide your real self
Say someone told you to write

STATE LIBRARIANSHIP CURRICULUM MODULE 6

TOPIC: STATE LEVEL LEGISLATIVE PROCESSES RELATED TO LIBRARY PROGRAMS

I. Target Audiences:

1. Library School Courses: a)The Library as a Social Organization; b)Library Organization and Administration (especially public); c) Special Literatures and Materials (documents); d)Introduction to Librarianship.
2. Workshops, etc., for: a)Library trustees; b)State Library Agency personnel; c)Library personnel from all types of libraries.

II. Objectives:

1. To introduce participants to the factors which are presently affecting the legislative process in your state.
2. To introduce participants to key legislative activities which can be undertaken at the state level for the benefit of library concerns.

III. Basic Readings:

1. Most states publish a legislative handbook which identifies legislators, the legislative process, committees etc. These handbooks are usually available free from the Office of the Secretary of State or similar state officials. This handbook should be a basic reading assignment for the module.
2. Beasley, Kenneth E. "Librarian's continued efforts to understand and adopt to community politics," Library Trends 24: 569-581 (January 1976).
3. American Library Association. Legislative Committee. The National Legislative Network for Libraries: A Master Plan. Chicago: 1973.

IV. Content Outline:

1. Factors affecting the development and/or passage of legislation in your state.
   - A. Historical environment: general and specific
   - B. Present socio/political/economic environment
   - C. The states legislators - are there identifiable library supporters?
   - D. Other
2. Legislative process
   - A. Sources of legislation for library concerns
   - B. Forms of legislative action
   - C. Committees
3. Governor's Conference
   - A. In your state: report on how it worked or plans for its implementation.
   - B. In other states, eg. West Virginia, Texas
4. The State Library Association's Legislative Committee
   - A. Membership
   - B. Activities
   - C. If such a committee does not exist, discuss why not and how one should be created.

V. Ancillary Activities:

1. If you did not do so to accompany Module 5, invite a state legislator, particularly an active supporter (or non-supporter if you prefer) of library programs, to address the class; or, invite a librarian who has been active on the State Library Associations Legislative Committee to address the class.
2. If you did not do so to accompany Module 5, write a letter about a current library concern to a state legislator. Refer to Letter to Politicians: Dos and Don'ts, p. 5.4.
3. Role Play: Joint Appropratations Committee Meeting, p. 6.4-6.6.

VI. Additional Considerations for Semester Curriculum:

1. Discuss in further detail the present socio/economic/political environment in your state as it affects the development and passage of library legislation.
2. Concentrate on the make-up of the state's legislative branch.

VII. Supportive Readings (item(s) starred are basic for semester curriculum):

1. Connally, John. :The Governor's Conference on Libraries," State Government 40: 158-164 (Summer 1967).
2. "Have a ... Librison! : A Planning Guide." Washington, D.C.: American Library Association, Washington Office, 1976. (available free).

State Joint Appropriations Committee Role Play

(7 characters: 5 men and 2 women)

(Role play to accompany State Librarianship Curriculum Module 6: STATE LEVEL LEGISLATIVE PROCESSES RELATED TO LIBRARY PROGRAMS)

Note: Before this role play is performed participants are to be encouraged to develop an understanding of the generalized state legislative process.

Purpose of role play:

To stimulate interest in the state legislative process as it relates to library programs so that participants will be enticed to remain up-to-date on state legislation related to library concerns.

Setting:

Committee meeting room, State Legislature.

Roles:

1. Milton Rector - Democrat, House Co-chairperson.
2. June Hitchcock - Republican, Senate Co-chairperson.
3. Diemer Curry - Republican, Senate.
4. Orin Proffit - Independent, Senate.
5. Alice ZumBrunnen - Democrat, House.
6. Gerry Novotny - Democrat, House.
7. Earl Nott - Republican, House.

Action:

The topic of discussion should be the attached State Aid to County Libraries Bill. (p.6.5-6.6). For discussion purposes this bill would cost the state approximately $100,000 per annum; however the discussion should focus on the appropriateness or lack thereof, of state aid to public county library systems. Those generally in favor of such aid are the democrats, those against are the republicans and the Independent should play the devil's advocate.

At the completion of the role play the instructor should make clear that all pros and cons of state aid have been discussed.

State aid to county libraries.

A BILL
for

AN ACT to create S. 18-309.1 through 18-309.6 relating to county library systems; providing for supplemental aid to such systems; and prohibiting decreases in tax levies for systems receiving aid.

Be It Enacted by the Legislature of the State of _____

Section 1. S. 18-309.1 through 18-309.6 are created to read:

18-309.1. Citation of act. This act shall be known and may be cited as the "State Aid for County Library Systems Act".

18-309.2. Definitions. As used in this act:

a) "County library system" means the main county library and its branches of each county within the state of _____.

b) "State aid" means the appropriation of funds in the state treasury to county library systems;

c) "Population" means the number of inhabitants of the county as determined by the latest federal or state agency census.

18-309.3. State aid authorized.

a) Each county whose library system which does not receive a minimum operating budget of six dollars ($6.00) per capita of the population of the county from county tax appropriations for the fiscal year commencing July 1, 1977, may apply for state aid and certify that fact to the State Treasurer not later than August 31 of each year, provided that:

i) the county is levying the full two (2) mills for library support as authorized in S. 18-309; or

ii) the county is levying the maximum mill levy allowable under Article ___, Section __ of the Constitution.

b) The board of any county library qualifying for state aid under this act shall submit an application certifying such qualification to the State Treasurer on forms provided by his office.

18-309.4. Same; amount.

a) Immediately upon receipt of each application, the State Treasurer shall compute the state aid allowable to each applicant, which shall be fifteen ($.15) cents on each dollar of the difference between the county tax appropriation and the minimum operating budget requirement as established by S. 18-309.3. The State Treasurer shall remit to the board of directors of each eligible county library system the state aid allowed under this act upon request of the board.

18-309.5. Use of funds.

a) The state aid funds received by a county library system shall be used for:

i) The purchase of needed library materials, of all kinds, as determined by the board of directors of the system;

ii) The purchase of equipment necessary for the creation of more modern library services, using the newer media, as determined by the board of directors of the system;

iii) The hiring of needed trained personnel, as authorized by the board of directors of the system.

b) State aid shall not be expended for capital expenditures pertaining to the operation and maintenance of buildings and grounds.

18-309.6. Decrease in mill levy prohibited. The county commissioners of any county in which the county library system is the recipient of state aid shall not decrease the tax levy for that system below the levy made for the year in which the county library system received state aid.

Section 2. This act is effective ninety (90) days after adjournment of the session of the legislature at which it was enacted.

STATE LIBRARIANSHIP CURRICULUM MODULE 7

TOPIC: FEDERAL LEVEL LEGISLATIVE PROCESSES RELATED TO LIBRARY PROGRAMS

I. Target Audiences:

1. Library School Courses: a)The Library as a Social Organization; b)Library Organization and Administration (especially public); c) Special Literatures and Materials (documents); d)Introduction to Librarianship.
2. Workshops, etc., for: a)Library trustees; b)State Library Agency personnel; c)Library personnel from all types of libraries.

II. Objectives:

1. To introduce participants to the factors which are presently affecting the legislative process at the federal level.
2. To introduce participants to key legislative activities which can be undertaken at the federal level for the benefit of library concerns.

III. Basic Readings:

1. Plotnik, Art, and others "Washington Library Power; ...," American Libraries 6: 647-674. (December 1975).
2. American Library Association. Legislation Committee. Federal Legislative Policy of the American Library Association. Chicago: 1973.
3. American Library Association. Washington Office. Have participants read at least two of the most recent issues of the Washington Newsletter..Irregular. Washington, D.C.

V. Content Outline:

1. Factors affecting the development and/or passage of legislation at the federal level.
    A. Historical environment-general, and specific to library concerns.
    B. Present socio/economic/political environment
    C. The representatives and senators - focus on library supporters, eg. Claiborne Pell, John Brademas, etc.
2. Legislative process
    A. Sources of legislation for library concerns
    B. Forms of legislative action
    C. The key committees in the House and Senate related to library legislation. Include also information on the Appropriations Committees.
3. Legislative Day in Washington (held during National Library Week in 1975 and 1976); its importance and process.
4. The American Library Association activities
    A. Role of the legislation committee
    B. Role of ALA officers in supporting library legislation
    C. Role of the Washington Office.

V. Ancillary Activities:

1. If you did not do so to accompany either Module 5 or 6, write a letter about a current library concern to a federal legislator. Refer to Letters to Politicians: Do's and Don'ts, p. 5.4.
2. Roleplay: Hearing before the House Subcommittee on Select Education on Extension of the Library Services and Construction Act. (Attached p. 7.4-7.5.)

VI. Additional Considerations for Semester Curriculum:

1. Develop in greater detail the content of the ALA Federal Legislative policy.

VII. Supportive Readings (item(s) starred are basic for semester curriculum):

1. Ladley, Winifred, ed. Federal Legislation for Libraries, papers presented at an (Allerton) Institute conducted by the University of Illinois, Graduate School of Library Science, November 6-9, 1966. Champaign; Illinois Union Bookstore, 1967.
2. Fry, Ray M. "The United States Office of Education as an Initiator of Library Legislation." Library Trends, 19: 222-234 (October 1970).
3. Drennan, Henry T. "Library Legislation Discovered" Library Trends 24: 115-135 (July 1975).
*4. Cooke, Eileen D. "The Role of ALA and Other Library Associations in the Promotion of Library Legislation," Library Trends 24: 137-153 (July 1975).

Congressional Hearing Role Play

(9 characters: 6 men and 3 women)

(Role play to accompany State Librarianship Curriculum Module 7: FEDERAL LEVEL LEGISLATIVE PROCESSES RELATED TO LIBRARY PROGRAMS)

Note: Before this role play is performed all characters should read:

1) U.S. Congress. House. 94th Congress, 2nd session. Hearings before the House Subcommittee on Select Education to extend the Library Services and Construction Act, December 15, 1975. Washington, DC: GPO, 1976. (Y4.Ed8/1:L61).
2) Congressional Record, v.122, no.20 (Tuesday, February 17, 1976) p.H1053-1060.
3) Further, participants should be encouraged to read about the characters which they are to play prior to the role play in order to discover the participants general political philosophy and, if possible, their attitudes toward federal library legislation.

This role play will require considerable preparation on the part of the characters. The person playing Mr. Brademas' role needs to be an experienced role player and a good leader.

Purpose of role play:

The purpose of this role play is to stimulate interest in the federal legislative process as it relates to library programs, so that participants will be enticed to remain up-to-date on federal legislation related to library concerns.

Setting:

Washington, D.C. U.S. House. Congressional Hearing Room, December 15, 1975.

Roles:

1. John Brademas - Democrat, Indiana. Chairman, House Subcommittee on Select Education.
2. Alphonzo Bell - Republican, California. Member of Subcommittee.
3. Shirley Chisholm - Democrat of New York. Member of Subcommittee.
4. Tim L. Hall - Illinois, Democrat. Member of Subcommittee.
5. Patsy Mink - Democrat of Hawaii. Member of Subcommittee.
6. Peter A. Peyser - New York, Republican. Member of Subcommittee.
7. Ed Holley - Dean, School of Librarianship. University of North Carolina. Past-President, American Library Association. WITNESS.

8. Allie Beth Martin - Director, Tulsa City County Public Library. President, American Library Association. WITNESS.
9. Bob Wedgeworth - Executive Director, American Library Association. WITNESS.

To the extent possible the characters should "act" as their characters acted during the hearings and convey to the other participants the most salient information which was presented at the hearing.

At the completion of the role play all participants should engage in discussion focusing on:

1) The hearing as part of the total legislative process; and,
2) The variety of opinions and attitudes toward federal library legislation.

STATE LIBRARIANSHIP CURRICULUM MODULE 8

TOPIC: STATE LIBRARY LAWS

I. Target Audiences:

1. Library School Courses: a)The Library as a Social Organziation; b) Library Organization and Administration (especially public); c) Special Literatures and Materials (documents); d)Introduction to Librarianship.
2. Workshops, etc., for: a)Library trustees; b)State Library Agency personnel; c)Library personnel from all types of libraries.

II. Objectives:

1. To develop in participants an understanding of the content of library law related to their state.
2. To acquaint participants with other patterns of state library law.

III. Basic Readings:

1. McClarren, Robert M. "State Legislation Relating to Library Systems," Library Trends 19: 235-249 (October 1970).
2. Blasingame, Ralph "A Critical Analysis of State - Aid Formulas," Library Trends 19: 250-268 (October 1970).
3. Brahm, Walter. "Legislation Relating to State Library Agencies," Library Trends 19: 260-268 (October 1970).
4. Ladenson, Alex, ed. American Library Laws. 4th edition and supplement(s). Chicago: American Library Association, 1973 - use portion related to your state.

IV. Content Outline:

1. Present major components of the library law of your state.
    A. Law relating to the State Library Agency
    B. Law relating to public libraries
    C. Law relating to all tax-supported libraries
    D. Other legislation affecting libraries, especially those affecting the operations of the state library agency.
2. Choose laws from other states which illustrate statutes that are:
    A. Outstanding because of their
        1. clarity
        2. handling of the issue
    B. Funny
    C. Non-enforceable

V. Ancillary Activities:

1. Select one part of the statutes relative to the state library agency. Have participants rewrite that part so that it better reflects the intent of the state library agency and the state's librarians. State-aid statutes are suggested for this exercise.
2. Discussion Questions:
   a) Does the law indicate that your state library agency is a comprehensive state library agency? (See Monypenny, Chapter IV p. 43-63) If not, would it be effective to change the law to make it a comprehensive agency?

VI. Additional Considerations for Semester Curriculum:

1. Emphasize in your lecture and discussion library law relative to your state library agency.

VII. Supportive Readings (item(s) starred are basic for semester curriculum):

1. Simpson, Donald B, comp. and ed. The State Library Agencies: a survey project report. Chicago: Association of State Library Agencies, 1975.
2. Monypenny, Phillip. The Library Functions of the States. Chicago: American Library Association, 1966. Chapter IV, "The Characteristics of Comprehensive State Libraries" p. 43-63.

STATE LIBRARIANSHIP CURRICULUM MODULE 9

TOPIC: FEDERAL LIBRARY LAWS/NCLIS

I. Target Audiences:

1. Library School Courses: a)The Library as a Social Organization; b) Library Organization and Administration (especially public); c) Special Literatures and Materials (documents); d)Introduction to Librarianship.
2. Workshops, etc., for: a)Library trustees; b)State Library Agency personnel; c)Library personnel from all types of libraries.

II. Objectives:

1. To develop in participants an understanding of the components of the Library Services and Construction Act.
2. To acquaint participants with other major federal library and library related legislation.
3. To develop in participants an understanding of the purpose and activities of the National Commission on Libraries and Information Science.

III. Basic Readings:

1. Casey, Genevieve, ed. "Federal Aid to Libraries: Its History, Impact, Future," Library Trends 24: 3-114 (July 1975).
2. U.S. Laws, Statutes, etc. PL 91-600, An Act to Amend the Library Services and Construction Act.. Washington, D.C.: GPO, December 30, 1970.
3. National Commission on Libraries and Information Science. Toward a National Program for Library and Information Services: Goals for Action. Washington, D.C.: 1975.

IV. Content Outline:

1. Major library laws
   - A. Library Services and Construction Act (emphasize) Discuss each Title. Discuss Code of Federal Regulations.
   - B. Elementary and Secondary Education Act, Title II
   - C. Higher Education Act, Titles II A and B
   - D. Medical Library Assistance Act
   - E. Depository Library Act
   - F. Others
2. Related laws of major importance
   - A. State and Local Fiscal Assistance Act (PL 92-512), Revenue Sharing
   - B. Comprehensive Employment and Training Act (PL 93-203 and 93-567) Also Emergency Unemployment Compensation Act (PL 92-224) and amendments
   - C. Other Acts which have been used in your state for libraries, eg. Economic Opportunity Act, Housing and Community Development Act, National Endowment for the Arts and Humanities Act, etc.
3. Important processes affecting federal laws
   - A. Appropriations vs. authorizations
   - B. Impoundment
   - C. Recession
4. NCLIS and the future (emphasize)
   - A. How it came about
   - B. The role of state library agencies in the future
   - C. The role of NCLIS in the future of library development

V. Ancillary Activities:

1. Discussion Questions:
   a) See attached sheet p. 9.4
   b) Does the report of the National Commission, goals for action (Basic reading no. 3) strike a proper balance between the concerns of the public and the private sector?
   c) Is there sufficient concern for the problem of individual privacy expressed in the NCLIS report?

VI. Additional Considerations for Semester Curriculum:

1. Emphasize the importance of the content of the Code of Federal Regulations on the implementation of Federal Law.
2. Discuss also the role of the Bureau of Libraries and Learning Resources and the regional program officers.

VII. Supportive Readings (item(s) starred are basic for semester curriculum):

1. U.S. Department of the Treasury. Annual Report of the Office of Revenue Sharing. Washington, D.C.: GPO (date) (T1.1/2:97-).
*2. U.S. Code of Federal Regulations. Title 45, Part 130, p.382-394.
3. U.S. Congress House. Committee on Education and Labor. Hearings on H.R. 8839 and H.R. 908 to establish a National Commission on Libraries and Information Science, April 15 and 17, 1969 before the subcommittee on select Education. Washington, D.C.: GPO, 1969. (Y4.Ed8/1:N21c/2).
4. Monypenny, Phillip. The Library Functions of the States. Chicago: American Library Association, 1966. Chapter VI "The Impact of the Library Services Act, p.90-104.
5. Mersel, Jules and others. An overview of the LSCA-Title I. New York: Bowker, 1969. Chapters I-III p.13-34; Chapter XIV p.313-334.

Discussion Questions to accompany State Librarianship Curriculum Module 9: FEDERAL LIBRARY LAW

The following 6 questions are taken from: Casey, Genevieve M. ed, "Federal Aid to Libraries: Its History, Impact, Future," Library Trends 24: 5 (July 1975).

1. Does the federal government have a continuing role in the support of local and state libraries?
2. Assuming that the federal government should share with local and state government in the support of libraries, what is each level's "fair share"?
3. Should federal funds be conceived of as demonstration/incentive/ experimental/ seed money, or as on-going operational support?
4. Assuming that the federal government should have a share in the support of local libraries, to what extent should priorities among various directions of library service be nationally determined?
5. Should federal funds to libraries be categorical, reflecting national prorities, or in block grants with maximum local determination of priority (as in revenue sharing)?
6. Should federal funds be channeled through state libraries to insure statewide planning, or directly to local libraries, thus possibly reducing administrative cost?

STATE LIBRARIANSHIP CURRICULUM MODULE 10

TOPIC: PLANNING RESPONSIBILITIES AND TECHNIQUES

I. Target Audiences:

1. Library School Courses: a)Library Organization and Administration.
2. Workshops, etc., for: a)Trustees; b)State Library Agency personnel; c)Library personnel from all types of libraries.

II. Objectives:

1. Acquaint participants with the state library agency's role in statewide planning.
2. Acquaint participants with ideas for organizing to plan.
3. Acquaint participants, on a introductory level, with planning techniques/models.

III. Basic Readings:

1. Martin, Lowell A. "Principles of Statewide Library Planning", in Statewide Long - Range Planning for Libraries, a report of a conference, p. 5-14, HEW, sponsored by USOE Library Services Branch 1966 (SuDocs #FS5. 215: 15060).
2. Ibid; Blasingame, Ralph Jr. "How to Get Started and Keep Going", p. 43-48.

IV. Content Outline:

1. Definition of planning
    A. Future
    B. Measurability
    C. Implementation
2. Motivation for planning
    A. Money
    B. Goal-orientation
    C. Purpose for agency/individual
3. How to plan planning
    A. Participation
    B. Information
4. Methodologies/Models
    A. CIPP
    B. IDS (Instructional Development Systems)
    C. PERT - critical path
    D. Program Planning (PPBS, BBPS, etc.)
    E. MBO
    F. Others
5. Planning levels
    A. Strategic
    B. Operational
    C. Task

Note: don't let discussion/lecture get negatively skewed.

V. Ancillary Activities:

1. Using one of the planning models, have the participants develop a five-year plan for their individual careers. Taking these plans into consideration, have the participants develop a one-year plan. Discuss how long-range planning impacts on short-term planning.
2. Discussion Questions:
   a) Do some planning methods appear better than others for strategic vs. task level planning? Operational?
   b) What would be important things to plan? Library & personal?

VI. Additional Considerations for Semester Curriculum:

1. Focus on development of various planning models. Emphasize differences and similarities of, for example, CIPP and Program Planning Models.
2. Focus on different uses of planning models - i.e. personal, departmental, statewide, etc.
3. Focus on value of planning. Using any available plan (i.e. your state's library plan), discuss what has probably happened because the plan was developed. Would these things have happened had there not been a plan?

VII. Supportive Readings (item(s) starred are basic for semester curriculum):

1. Any other part of Statewide Long-Range Planning for Libraries, op. cit.
2. St. Angelo, Douglas, Annie Mary Hartsfield and Harold Goldstein. State Library Policy; its legislative and enviromental contexts. Chicago: American Library Association, 1971. Chapter 4 "Agencies and the Policy Process", p. 44-61.
3. Nebraska Library Commission. Planning to Plan; A Search for a 1977 General Plan for Nebraska Libraries. Lincoln, 1972. (Nebraska Library Commission. Library "Know Series" no. 2).

STATE LIBRARIANSHIP CURRICULUM MODULE 11

TOPIC: STATE LIBRARY COLLECTIONS AND INTERLIBRARY COOPERATION/COORDINATION

I. Target Audiences:

1. Library School Courses: a)Information Systems and Networks; b) Library Organization and Administration (public); c)Reference.
2. Workshops, etc., for: a)State Library Agency personnel; b)Trustees; c)Library personnel from all types of libraries.

II. Objectives:

1. Acquaint participants with collection and collection development role of state library agencies.
2. Acquaint participants with the state library agency's role in coordination and cooperation within the state.

III. Basic Readings:

1. Martin, Lowell A. "Emerging Trends in Interlibrary Cooperation," in Cooperation Between Types of Libraries: The Beginnings of a State Plan for Library Services in Illinois. Cora E. Thomassen, ed. University of Illinois Graduate School of Library Science, 1969, p. 1-11.
2. "Cooperation: A Library Journal Mini-Symposium" Library Journal 97: 1767-1775 (May 15, 1972).
3. Martin, Harry S. "Coordination by Compact: A legal basis for Interstate Library Cooperation," Library Trends 24: 191-213 (October 1975).

IV. Content Outline:

1. State Library Agency collection
   - A. Focus of library
     - 1) Library's library
     - 2) Act as public library
     - 3) No collection - funneling agency
   - B. Actual collection
     - 1) Size
     - 2) Focus - inclusions, exclusions (fiction, etc.)
2. Interlibrary Coordination/Cooperation
   - A. Definition of coordination/cooperation
     - 1) Reference/ILL - coordination and cooperation
     - 2) Resource sharing
     - 3) Expertise sharing
     - 4) Technical Services sharing/centralization
   - B. State library role in coordination and cooperation
     - 1) Leadership - initiating cooperation, maintain contacts
     - 2) Contracting - thru and to libraries in state
     - 3) Middleman
     - 4) Adminstration of systems
     - 5) Union catalog, etc. - development, research
   - C. Legal constraints/opportunities
     - 1) State library role in legislative change to enhance cooperation
     - 2) Role in explanation of legal opportunities
     - 3) Role as middleman to legislature/courts

V. Ancillary Activities:

1. Panel discussion with representatives (if possible) from; county library, academic library, school library, and state library agency to discuss: What is the role of the state library agency in intrastate coordination and cooperation? How should this role be changed and/or expanded?
2. Discussion Questions:
   a) Should the state library agency instigate cooperative efforts within the state if there are few or uncoordinated efforts currently? How could this be accomplished without offending some libraries/librarians?
   b) Should the state library agency collection be open to walk-in public use? If not, how does the state library agency effectively act as a library's library - i.e. know what books to order, etc.?
   c) What legal constraints/opportunities exist in your state at the present time for both intra-and interstate cooperative agreements?

VI. Additional Consideration for Semester Curriculum:

1. See discussion question b) above.
2. Focus on the difference between coordination and cooperation. Is resource sharing the major factor in either idea? Why, why not?
3. Focus on traditional cooperation and what is today considered lacking in this idea.

VII. Supportive Readings (item(s) starred are basic for semester curriculum):

1. Vann, Sarah K. "Cooperation Between Different Types of Libraries in Technical Services," in Cooperation Between Types of Libraries..., op. cit. p. 12-35.
*2. Gell, Marilyn, "The Politics of Cooperation" Library Journal 98: 3227-3230 (November 1, 1973).
3. Kittel, Dorothy A. "Trends in State Library Cooperation" in "Library Cooperation" theme issue of Library Trends 24, no. 2: 245-255 (October, 1975).
4. The ASLA report on Interlibrary Cooperation. Compiled and edited by the ASLA Interlibrary Cooperation Subcommittee. Chicago: Association of State Library Agencies, 1976.

STATE LIBRARIANSHIP CURRICULUM MODULE 12

TOPIC: NETWORKING

I. Target Audiences:

1. Library School Courses: a)Information Systems and Networks; b)Library Automation and Data Processing; c)Research Methods in Librarianship; d)Library Organization and Administration (public, academic, school, special).
2. Workshops, etc., for: a)State Library Agency personnel; b)Trustees; c)Library personnel from all types of libraries.

II. Objectives:

1. Acquaint participants with the various information networks available and operating around the country.
2. Acquaint participants with information network plans for the future-both new networks and expansion of existing organizations.

III. Basic Readings:

1. Swank, R.C. "Interlibrary Cooperation, Interlibrary Communications, and Information Networks--Explanation and Definition", in Interlibrary Communication and Information Networks (Proceedings of the Conference on), Chicago: American Library Association, 1971, p.18-26.
2. Butler, Brett. "State of the Nation in Networking", Journal of Library Automation 8/3:200-220. (September 1975).

IV. Content Outline:

1. Definition of library-oriented networks:
    - A. Resources utilized, indexes, etc.
    - B. Organizational designs
2. Types and functions of existing library networks:
    - A. Technical Processing-e.g. OCLC, BALLOTS
    - B. Reference - related
        1) Location (ILL, etc.) -e.g. OCLC, NYSILL
        2) Subject searching - e.g. SDC, IDC, METRO
3. Other kinds of networks
    - A. Non profit
        1) Purpose - oriented
        2) Regional
        3) Specific subject fields
        4) Information networks
        5) Multi-purpose
    - B. Commerical - same as above plus
        1) Differences in operation
4. State library role in networks:
    - A. Evaluation of systems
    - B. Avoid duplication within state or region
    - C. Coordination of services to state agencies and libraries
5. Future of networking:
    - A. Obsolescence of field; technological problems; user sophistication
    - B. Nationwide coordination of networks and services
    - C. Expansion of services

V. Ancillary Activities:

1. Discussion Questions:
   a) Does the development of various kinds of networks seem valid? Should libraries try to become self-sufficient, keep expanding into bigger and broader fields, or compromise between the two?
   b) What kinds of networks seem most useful to a small public library? A state library? Academic?
   c) Is there a good future for network operations? Where and how?
2. Invite a network director from your area to demonstrate what services a network offers and how these services are implemented.

VI. Additional Considerations for Semester Curriculum:

1. Focus on development of and/or demand for OCLC and related services. What have been the changes in network organizations? Is a nationwide network developing? If so, how will this impact upon individual library operations?

VII. Supportive Readings (item(s) starred are basic for semester curruculum):

1. Olson, Edwin E., Russell Shank, and Harold A. Olsen "Library and Information Networks" in Annual Review of Information Science and Technology, Vol. 7, Washington, D.C.: 1972. American Society for Information Science, (includes bibliography).
2. Various articles in Interlibrary Communications and Information Networks, op. cit. (Some articles are fairly technical).
*3. Goldstein, Seth, ed. Library Networks '74-'75 Knowledge Industry Publications, Inc., White Plains, N.Y. 1974 (may be revision available)
4. Various articles in "Interlibrary Cooperation" theme issue of Library Trends, Pearce S. Grove, ed. October 1975.
5. Hayes, Robert M. The National Library Network, Its Economic Rationale and Funding. National Program for Libraries and Information Services Related Paper #9, Dec. 74 (ED114098).
6. "Networks & Cooperation: The Jurisdictional Debate - an LF Mini-Symposium." Library Journal 99:3173-3180 (December 15, 1974).
*7. Markuson, Barbara "Library Network Planning" Networks 2: 7-8+ (August-September 1975).

STATE LIBRARIANSHIP CURRICULUM MODULE 13

TOPIC: LIBRARY DEVELOPMENT - RESPONSIBILITIES AND TECHNIQUES

I. Target Audiences:

1. Library School Courses: a)Library Organization and Administration (public).
2. Workshops, etc., for: a)State Library Agency personnel; b)Trustees; c)Library personnel from all types of libraries.

II. Objectives:

1. Acquaint participants with the state library agency's role in statewide library development.
2. Acquaint participants with techniques for fostering statewide library development.
3. Allow participants to experience proposal writing and acquaint them with basic grantsmanship techniques.

III. Basic Readings:

1. Monypenny, Phillip. The Library Functions of the States. Chicago: American Library Association, 1966. Chapter V,"State Library Development Activities" p. 64-89.
2. "Guidelines for preparing a proposal for a Library Services and Construction Act Title I Grant," Application for a Construction Grant", and "Guidelines for preparing a proposal for a Library Services and Construction Act Title III Grant." Illinois Libraries 57, no. 8: 580-595 (October 1975).

IV. Content Outline:

1. Definition of Library Development
    - A. Intralibrary
    - B. Interlibrary
    - C. Library extension movement
2. Library Development responsibilities
    - A. Interlibrary development
        1) Support of local libraries and programs
        2) Organization into cooperative systems/networks
        3) Technical services support
        4) Direct State service
        5) Supplementary service from either state library, regional library, or county/local system
    - B. Intralibrary development
        1) Collection
        2) Staff
3. Library development activities/styles
    - A. Consulant services
    - B. Grants - responsibility at local and state level
    - C. Grants - techniques for writing and submitting
4. Agencies for library development
    - A. State library
    - B. Public library (i.e. Maryland)
    - C. Regional library
    - D. Agency outside state library "system"

V. Ancillary Activites:

1. Ask member of LSCA Statewide Library Advisory Council to speak to the group about what emphasis the libraries in the state place on library development; and on the focus of the Council itself in this regard. (The members of the Council should be listed at the state library agency). This person could also be in a panel discussion with a state library agency staff member and a public librarian focusing on t their needs for library development.
2. Have participants prepare a draft copy of a proposal dealing with a subject either of their own choosing or as a group. Critique and discuss the draft proposals.
3. Discussion Questions:
   a) Should libraries be initiated in rural areas even if their services are extremely limited and possibly very inadequate?
   b) Should the state have the responsibility for funding local/county libraries that can't meet "minimum" standards with local resources? Why or why not?

VI. Additional Considerations for Semester Curriculum:

1. Focus on considerations inherent in discussion question b) above.
2. Focus on support (state or federal aid) currently administered by state library agencies. How is it working? Are the funded libraries becoming more comprehensive and/or self-sufficient?
3. Focus on kinds of direct state service (i.e. bookmobiles, deposit collections, state-operated branches). What is working best? What would have the most sucess in your state?
4. Focus on types of grant proposals submitted for services listed in 2 and 3.

VII. Supportive Readings (item(s) starred are basic for semester curriculum):

*1. St. Angelo, Douglas, Annie Mary Hartsfield and Harold Goldstein. State Library Policy; its legislative and environmental contexts. Chicago: American Library Association, 1971. Chapter 5 "State Library Development: Summary and Challenge" p. 62-70.
2. "Library Development in Illinois" theme issue of Illinois Libraries 57, no. 8 (October 1975). All other articles in addition to those listed as Basic Reading 2.

STATE LIBRARIANSHIP CURRICULUM MODULE 14

TOPIC: CONTINUING EDUCATION - RESONSIBILITIES AND TECHNIQUES

I. Target Audiences:

1. Library School Courses: a)Communication of Knowledge and Ideas; b)Education for Librarianship.
2. Workshops, etc., for: a)State Library Agency personnel; b)Continuing education personnel.

II. Objectives:

1. Acquaint participants with the reason and need for continuing education.
2. Acquaint participants with the Continuing Library Education Network and Exchange (CLENE).
3. Convince participants that the State Library Agency has a major responsibility in the area of continuing education.

III. Basic Readings:

1. National Commission on Libraries and Information Science. Highlights from the Final Report of the Continuing Library and Information Science Education Project, submitted by E.W. Stone, Washington, D.C. GPO, 1974 (Y3.L61: 2/Ed 8/3).
2. Shera, J.H. "Self-destructing diploma," Ohio Library Association Bulletin 42: 4-8 (October 1972).
3. Stone, E.W. "Quest for expertise: a librarian's responsibility" College and Research Libraries, 32: 432-441. (November 1971).

IV. Content Outline:

1. The reasons continuing education needs have arisen
    A. Technological factors
    B. Economic and political factors
    C. What exactly is continuing education? Staff development?
2. Who is responsible for continuing education?
    A. Library schools
    B. Library associations
    C. State library agencies
    D. Librarians' role
3. CLENE
    A. Its development
    B. Its purpose
    C. Its components
    D. Its future
4. The role of the state library agency
    A. To professionals
    B. To practicing non-professionals
    C. To State Library staff members
    D. The continuing education officer at the State Library Agency

V. Ancillary Activities:

1. Using the module framework for this curriculum--have participants develop a module for a 1 day workshop for introducing public library trustees to the role and responsibilities of the State Library Agency in your state.
2. Discussion Questions:
   a) Should a State Library Agency hire a person whose full-time responsibility is continuing education? What factors would be involved in this decision?
   b) Should your State Library Agency become a member of CLENE?

VI. Additional Considerations for Semester Curriculum:

1. Place emphasis in lecture and discussion on CLENE--its data base, dissemination plans, etc.

VII. Supportive Readings (item(s) starred are basic for semester curriculum):

1. American Society for Information Science. Continuing Library and Information Science Education: Final report to NCLIS, submitted by E.W. Stone, R.J. Patrick and B. Conroy. Washington, D.C.: 1974 2v.
2. Association of Research Libraries. Systems Procedures and Exchange Center. Staff Development. Washington, D.C.: 1975 (Spec/Kit #18).
*3. "Continuing Education" Illinois Libraries 56. (June 1974).
*4. Brahm, W.T. "Sacred Cow #1: the Continuing Education Bandwagon," American Libraries 6:288-289. (May 1975).

STATE LIBRARIANSHIP CURRICULUM MODULE 15

TOPIC: CONSULTING - RESPONSIBILITIES AND TECHNIQUES

I. Target Audiences:

1. Library School Courses: a)Library Organization and Administration (academic, school, public, special).
2. Workshops, etc., for: a)State Library Agency personnel; b)Library personnel from all types of libraries.

II. Objectives:

1. Acquaint participants with the role of a State Library Agency consultant.
2. Acquaint participants, at an introductory level, with consulting styles and/or techniques.

III. Basic Readings:

1. Koch, William H., Jr. "A Stance Toward Helping: Reflections on the Role of a Consultant," Adult Leadership 16: 202-240. (December 1967).

IV. Content Outline:

1. Definition of consulting and consultants
    A. How definition applies to libraries
    B. Change agentry
2. State Library Agency consultant responsibility:
    A. To statewide library development
    B. To state library
    C. To client library
    D. To individual client
3. Consultant role
    A. Interpersonal relationships
    B. Objectivity
    C. Knowledge
    D. Flexibility
    E. Individual goals - measurable
4. Consulting techniques/styles
    A. CIPP (Context - Input - Process - Product)
    B. Individual techniques
    C. Relationship models (i.e. active listening, etc.)

V. Ancillary Activities:

1. Roleplay: State Library A-V consultant at Joetta, etc. p. 15.4-7.
2. Discuss Skills and Attributes for a Consultant (sheet attached 15.4)
3. Discussion Questions:
   a) Should the consultant suggest solutions or simply offer alternatives? In other words, should consultants strongly voice opinions about a given alternative if he/she feels it is very right/wrong?
   b) If the consultant is received negatively by the client, should he/she back out gracefully or try to accomplish his task regardless?

VI. Additional Considerations for Semester Curriculum:

1. Focus on development of consultant/client relationship - i.e. Koch article (basic reading #1), Davey article (supportive reading #3).
2. Focus on how to maintain relationship without getting involved in problem and losing objectivity.
3. Focus on development of styles and goals for consultant work.

VII. Supportive Readings (item(s) starred are basic for semester curriculum):

1. Tilles, Seymour "Understanding the Consultants's Role" Harvard Business Review, 87-99 (Nov-Dec 1961).
2. Garrison, Guy, ed. The Changing Role of State Library Consultants. University of Illinois, Graduate School of Library Science. Monograph Series, 1968.
3. Davey, Neil G. "The Consultant's Role in Organizational Change." Michigan State University Business Topics, 76-79 (Spring 1970).
4. "The Role of the State Library Consultant" theme issue Top of the News, 29 no. 4 (June 1973) (for children's consultants).

SKILLS & ATTRIBUTES FOR A CONSULTANT

by Phyllis Baker

Analytical
Perceptive of key issues
Tactful
Articulate
Skilled in written expression
Knowledgeable and experienced in specialty
Self-confident, knowledge of own limitations
Independent, objective spirit
Recognizes other people's self interests
Recognizes potential for growth and change in others
Flexible
Sense of timing
Reassuring, to instill confidence in client's own capabilities
Sense of humor
Cast Iron stomach
Shoots pool
Enjoys distance driving
Enjoys living out of a suitcase
Spirit of Adventure

A Consultant is:

an exhaust valve
sounding board
ignition
accelerator
brake
radiator--taking some of the heat
shock absorber
fog lamp
catalytic converter

NOTE: A CONSULTANT IS NOT THE DRIVER.

State Library Consultant Role Play
(3 characters: 1 woman, 2 men)

(Roleplay to accompany State Librarianship Curriculum Module 15: CONSULTING RESPONSIBILITIES AND TECHNIQUES)

Purpose of roleplay:

The purpose of this role play is to stimulate discussion about the importance of consulting techniques.

Setting:

Present day in Joetta. The two meetings with the visiting consultants, N.B. Carrouthers and C.B. Schwartz, take place in the office of the audio-visual specialist, Charles A. Drake.

City of Joetta
Iowa

Municipal Building 201 East Main Street

Duayne C. Knopp, *Mayor* George N. Spencer, *City Manager*

April 16, 1976

N.B. Carrouthers
Audio Visual Consultant
Iowa State Library Commission
Des Moines, Iowa

Dear Ms. Carrouthers,

At its last meeting, the Joetta Library Board of Trustees gave the audio-visual department $15,000 in uncommitted funds. The money must be expended by the close of the fiscal year.

I am interested in video-tape and would like your assistance in exploring all the possibilities of utilizing video-tape in a library application. There is community pressure to commit the money to a Great Films program and cassette tape collection. As you are aware, we are member of two cooperative film circuits which I feel are meeting the demands quite effectively for film materials.

I would like to meet with you as soon as possible on this matter. Could you stop in Joetta a few hours on May 14th? I can meet with you any time that day.

Sincerely,

Charles A. Drake

Charles A. Drake
Audio-Visual Specialist
Joetta Community Library

CAD/cm

Charles Arthur Drake
Audio-Visual Specialist

- see page 22 of "Joetta Library" for biographical description of yourself
- read library board minutes for May 5, 1975, noting comments by Mrs. Robertson
- remember that the League of Women Voters represented by Mrs. Robertson were instrumental in your hiring
- you are interested in all possible options about video tape and libraries such as buying portable video equipment for loan to public, doing programs at the local cable channel studio, producing quality video programs for the cable channel, establishing a cable TV studio in the library, etc., etc., etc.

Nancy Bella Carrouthers
Audio-Visual Consultant
Iowa State Library Commission

Born: Peoria, Illinois -September 19, 1945
Resides: Des Moines, Iowa
Marital Status: Divorced
Education: Peoria High School, 1963-67
University of Southern Illinois--Major: Art education
MLS Kent State University--1969-70
Work Experience: 1967-69 - taught art in Shaker Heights, Ohio High School
1970-71 - assistant in A-V department, Denver Public Library
1972-73 - assistant TV producer KTWO, Casper, Wyoming
1973-74 - cable TV demonstration project director--Natrona Co. Library, Casper, Wyoming
1974 - Audio-Visual Consultant, Iowa State Library Commission

- you are adamant about the value of cable TV and community access
- believe libraries should be actively involved in Cable TV systems
- there is no cable TV studio in a library in Iowa
- the Iowa State Library would be very inclined to award additional grant support for a unique demonstration project
- you are a friend of the audio-visual equipment dealer in Mason City who always gives a "real deal" on purchasing video equipment to anyone you refer
- you have a "very close" male friend in Joetta you like to see as frequently as you can arrange your travel schedule into Joetta
- you really enjoyed your job as Cable TV project director in Natrona County, Wyoming, and would love to have such a progressive project under you that could "help" with in Iowa
- you think of yourself as "Captain Video"
- imitate one or a combination of the stereotypes on page 202 of Koch's article "A Stance Toward Helping: Reflections on the Role of a Consultant" Adult Leadership, Dec. 1967.

The meeting with the Audiovisual Consultant from the Iowa State Library Commission was not useful; therefore Mr. Drake makes several phone calls and sets up an appointment with Charles Bently Schwartz who agrees to come to Joetta to discuss the utilization of the $15,000 in uncommitted funds for the area of audio-visual materials.

Charles Bently Schwartz

Born: Davenport, Iowa--January 15, 1937
Resides: Iowa City, Iowa
Marital Status: Married, 2 children, Director, Audio-Visual Media Center, Dept. of Education, University of Iowa
Education: Davenport High School
B.A. secondary education, Iowa State University - 1945-49
major - industrial arts
MEd in educational media - 1960-63, University of Missouri;
currently working on PhD in Communications at University of Iowa
Experience: 1950-57 - St. Louis, MO taught industrial arts
1958-60 - taught electronics in junior college
1963-65 - Media Center Director in Davenport Junior College
1966-70 - Media specialist A-V media center, U. of Iowa, Assistant Professor rank

- you are a good consultant, a level-headed, calm, rational person
- you are highly regarded by your colleagues in Iowa State A-V association as progressive
- good listener and able to express your objective opinion tactfully
- willing to share your knowledge
- you haven't been directly involved in community cable TV
- you read widely on audio-visual services including cable TV and discuss reading with professional colleagues
- you do know about video production and equipment, and teach classes in video techniques
- $15,000 will not support a cable TV studio/it would cover initial basic equipment of the cheapest quality--would not cover operating costs
- bring out possibilities of video in libraries other than cable TV studio
- bring out fact that supplementary funding may be available from State Library, businesses, industry depending on type of project chosen

Keys to Remember:

- you don;t have to know everything about a topic to be a consultant; you can research and report back
- focus on goals and objectives for a project
- you work <u>with</u> the client

STATE LIBRARIANSHIP CURRICULUM MODULE 16

TOPIC: SERVICES TO STATE INSTITUTIONS AND SPECIAL CLIENTS

I. Target Audiences:

1. Library School Courses: a)The Library as a Social Organization.
2. Workshops, etc., for: a)State Library Agency personnel; b)Special or Institutional library personnel; c)Library personnel from all types of libraries.

II. Objectives:

1. Acquaint participants with the special needs of the institutionalized, and how these needs impact on state and public library service.
2. Acquaint participants with the needs of and services to special clients (i.e. the mentally and/or physically handicapped) in public and state libraries.

III. Basic Readings:

1. Library and Information Service Needs of the Nation: proceedings of a conference on the needs of Occupational, Ethnic, and other groups in the United States. sponsored by the National Commission on Libraries and Information Science. Washington, D.C.: GPO, 1974. Chapter XIV, "Library and Information Needs of the Institutionalized Person", p. 198-208.
2. Ibid, chapter XV "Library and Information Needs of the Mentally and Physically Handicapped", p. 209-222.
3. Ibid, encourage students to read at least one additional article written about a client group of their choice.

IV. Content Outline:

1. Institutional service - definition
    A. Types of institutions and their populations
        1) Correctional - includes juvenile corrections & detention
        2) Mental Health
        3) Health care - homes and hospitals
        4) Mentally handicapped
        5) P[illegible]lly handicapped
        6) A[illegible]
        7) Child care
    B. Special Services of the state library to these institutions
        1) Consultant
        2) Funding - federal and state
        3) Materials, equipment
        4) Supplementary
2. Special clients - not in institutions
    A. Types - As above and including also other special client groups such as non-English speaking, urban-rural poor, blue collar, etc.
    B. Services through public libraries or direct from state
        1) State consultants
        2) Funding - federal, state
        3) Materials, equipment
        4) Supplementary

V. Ancillary Activities:

1. Visit at least one library in an institution or public library that offers special services. Discuss services that should/could exist in these places.
2. Discussion Questions:
   a) What differences in consultant training are necessary for services to different types of institutions? (i.e. mental health vs. correctional; or mentally handicapped vs. juvenile detention).
   b) What services should be the responsibility of the individual institution or library, the state, or the federal government?
   c) Is there a difference in the degree of responsibility at the state library level between, for example, institutionalized persons and rural non-library service area residents?

VI. Additional Considerations for Semester Curriculum:

1. Focus on federal support to certain programs. (i.e. LSCA blind and visually handicapped). What provisions should be made for special services to other clients?
2. Expand upon discussion question a).
3. Discuss what the participants feel is the role of the state library agency in services to institutions and special clients in your state.

VII. Supportive Readings (item(s) starred are basic for semester curriculum):

1. Monypenny, Phillip. The Library Functions or the States. Chicago: American Library Association, 1966. Chapter I "Library Services and State Government," p. 162-164.
*2. "Role and Function of Library Services in State Institutions," Institutional Library Services: A Plan for the State of Illinois. Chicago: American Library Association, 1970.
3. "Special Library Services" theme issue of Illinois Libraries: (September, 1975)
4. "Correctional Libraries" theme issue of Illinois Libraries: (September, 1974).
5. "Bibliotherapy" Health and Rehabilitative Services, 1 no. 2 (October, 1975).
6. Gulker, Virgil, Books Behind Bars, Scarecrow, Metuchen, N.J.: 1973.
*7. American Association of State Libraries. Standards Revision Committee. Standards for Library Functions at the State Level. Chicago: American Library Association, 1970. Appendix 2 "The Relationship and Responsibilities of the State Library Agency to State Institutions", p. 39-43.

STATE LIBRARIANSHIP CURRICULUM MODULE 17

TOPIC: SERVICES TO LEGISLATURES AND STATE AGENCIES

I. Target Audiences:

1. Library School Courses: a)Library Organization and Administration (special); b)Reference; c)Special Literatures and Materials (documents, etc.).
2. Workshops, etc., for: a)Trustees; b)State Library Agency personnel; c)Legislators, state agency personnel.

II. Objectives:

1. Acquaint participants with the role/purpose of a legislative reference service.
2. Acquaint participants with the general needs of state agencies and how these needs are/are not met by State Library Agencies.

III. Basic Readings:

1. Casey, Genevieve. Information Services to Indiana State Government: A Survey with Recommendations. Bloomington: Indiana State Library, 1970, p. 26-62.
2. Monypenny, Phillip. The Library Functions of the States. Chicago: American Library Association, 1966. Section on Legislative Reference Libraries, p. 133-36.

IV. Content Outline:

1. Legislative reference and related services
    A. Functions
        1) Legislative histories
        2) Bill drafting
        3) Bill preparation (research)
        4) Reference and information services
    B. Organization
        1) Location (within or outside state library)
        2) Staffing
        3) Collection
        4) Automation
2. State agencies - service and coordination
    A. Types of state agencies
        1) Public service
        2) Internal (government) service, eg., budgeting, purchasing, etc.
        3) Operations, eg., transportation, maintenance, etc.
    B. Services offered
        1) To departmental libraries
        2) To departments without internal libraries
        3) Cooperation/coordination of agency resources

V. Ancillary Activities:

1. Have groups of participants pick a topic currently under discussion by your state legislature. Using handbooks from the legislative service office (or equivalent): a) compile some basic research on the original bill: include such things as definitions of terms, possible overlapping legislation, etc.; b)try writing a preliminary draft of a bill; what is the format, internal references, etc.
2. Try to compile a short legislative history of an agency/organization function in your state (maybe a state library agency function).
3. If possible invite 2 state legislators and/or a state agency person who uses library facilities to talk to the group.

VI. Additional Considerations for Semester Curriculum:

1. Referring to Casey recommendations (Chapter VII, p. 56-62 of basic reading #1), analyze the services offered and/or needed in your state. How many of these recommendations have validity in your state, considering the support and functions of the state library agency?

VII. Supportive Readings (item(s) starred are basic for semester curriculum):

1. Casey, Marion "Charles McCarthy's 'Idea': A Library to Change Government," Library Quarterly 44: 29-41 (January 1974).
2. Hearle, Edward F.R. "Information Systems in State and Local Governments" Annual Review of Information Science, 5. Washington, D.C.: American Society for Information Science, 1970. p. 325-349.
3. Carner, Charles "Good State Libraries Equal Good Government" Commercial Law Journal 69: 247-248 and 250 (Spring 1964).
4. New York. State Education Department. State Library. A Study of State Government Information Needs. (* not published as of May 1976).
5. Monypenny, Phillip. The Library Functions of the States. Chicago: American Library Association, 1966. Section on departmental libraries, p. 129-133.
6. Owens, Major R. "The State Government and Libraries" Library Journal 101: 19-28 (January 1, 1976).

* When published this item should replace Casey, Basic reading no. 1, as basic reading.

STATE LIBRARIANSHIP CURRICULUM MODULE 18

TOPIC: MANAGEMENT OF THE STATE LIBRARY AGENCY

I. Target Audiences:

1. Library School Courses: a)Library Organization and Administration (general and special).
2. Workshops, etc., for: a)Trustees; b)State Library Agency Personnel; c)State personnel working with the State Library Agency; d)Library personnel from all types of libraries.

II. Objectives:

1. To acquaint participants, at an introductory level, with the most prevalent contemporary management philosophies and the factors which have influenced their development and use.
2. To provide an opportunity for participants to explore their own management beliefs and behavior.
3. To acquaint students with state government processes such as personnel, travel, etc. which set managerial parameters at the state level.

III. Basic Readings:

1. Kast, Fremont E. and James E. Rosenzweig. Organization and Management: A Systems Approach. Chapters 8-11 and 14. NY: McGraw-Hill, 1970.
2. Tannenbaum, R. and Schmidt, W.H. "How to Choose a Leadership Pattern". Harvard Business Review 51:162-4ff. (May-June 1973).

IV. Content Outline:

1. Capsule review of the development of the study of organizations
    - A. Bureaucracy-Weber
    - B. Scientific management - Taylor
    - C. Human relations school - Maslow, McGregor, Likert
    - D. Systems approach - organization theory
    - E. Organizational development
    - F. Contingency approach - Fiedler
2. Management Styles
    - A. Authoritarian
    - B. Consultative
    - C. Participative
    - D. Other aspects of leadership: positions, tasks, etc
3. Management styles and personnel management
    - A. The leader and the employee
    - B. The supervisor and the employee
    - C. The workgroup and the employee
    - D. Professionals as personnel managers
4. Recent developments in librarianship
    - A. MRAP
    - B. Staff development
    - C. Performance evaluation

V. Ancillary Activities:

1. Classroom exercises: a) The Desert Survival Problem (a group decision making problem) Experiential Learning Methods 1973
   b) Styles of Management Inventory. Conroe, Texas: Teleometrics International, 1973.
2. Discussion Questions:
   a) Does the management style of a library director set the style of management throughout the library's management structure, i.e., is it possible for various styles of management to co-exist productively throughout the library?
   b) Under what conditions does a participatory management style appear to be most effective?

VI. Additional Considerations for Semester Curriculum:

1. Concentrate on activities and lectures which engage participants in exploring their personal beliefs and behaviors regarding management. Encourage participants to analyze their past experiences in organizations in light of what they have learned about contemporary management philosophies/styles.

VII. Supportive Readings (items starred are basic for semester curriculum):

*1. Drucker, Peter F. "Managing the Public Service Institution." College and Research Libraries 37: 4-14. (January 1976).
2. Luecke, D.S. "Professional as Organizational Leader". Administrative Science Quarterly 18: 86-94. (March 1973).
3. Argyris, Chris. "The CEO's Behavior: Key to Organizational Development". Harvard Business Review 51: 55-64 (March-April 1973).

STATE LIBRARIANSHIP CURRICULUM MODULE 19

TOPIC: BUDGETING AND FISCAL CONCERNS AT THE STATE LEVEL

I. Target Audiences:

1. Library School Courses: a)Library Organization and Administration (general and special).
2. Workshops, etc.: a)State Library Agency personnel; b)State Library Trustees; c)State Agency personnel.

II. Objectives:

1. To acquaint participants at the most introductory level with various types of bugeting processes and the factors which have influenced their development and use.
2. To acquaint participants with unique problems of state level budgeting and to identify for the participants the many areas of fiscal concern at the state level.

III. Basic Readings:

1. Summers, William. "A Change in Budgetary Thinking". American Libraries 2: 1174-1180. (December 1971).
2. Steinberg, H.I. "Programming Your Budget". Management Adviser 9: 25-35. (November 1972).

IV. Content Outline:

1. The State Budgeting Process
    A. The process
        1) Executive role
        2) Legislative role
        3) Specific agency role
        4) Citizen input or interpretation of citizen desires by 1-3 above.
    B. Types of budget funds
        1) General funds, trust funds, federal funds
        2) Budget vs. cash - authorization vs. appropriation
        3) Federal funds and A95
    C. Fiscal Activities at the State Level
        1) Budget preparation and/or review
        2) Budget approval
        3) Pre- and/or post-auditing (executive and legislative levels)
        4) Accounting (reviewing application of resources)
        5) Purchasing systems
2. The History and Philosophy of budgeting
    A. Historical factors
    B. Social/economic/and political factors
    C. Philosophical approaches
3. Types of budgeting processes
    A. Lump Sum
    B. Line item / object of expenditure
    C. Performance budgeting
    D. PPBS
    E. Zero-based budgets
4. Analysis of a state library's budget document
    A. Distribution of funds across programs
    B. Distribution of funds - state and federal

V. Ancillary Activities:

1. Invite for presentations or discussion one or more of the following: state level Executive Department fiscal officials, eg. state comptroller and/or, state budget officials, purchasing officers, etc.
2. Case study (Attached, p. 18.4-18.23.) Case study developed by Wayne Johnson, Chief of Business Services, Wyoming State Library, Archives and Historical Deaprtment.
3. Discussion Questions:
   a) What types of controls should the state library exercise over grants of federal funds to local libraries?
   b) How much information should be communicated to local libraries concerning the state library's budget?

VI. Additional Considerations for Semester Curriculum:

1. Emphasize understanding the content of your state's state library budget document. Determine what type of budget process it was created under. Determine what program emphases it appears to show.

VII. Supportive Readings (item(s) starred are basic for semester curriculum):

*1. Your State's budget document for the state library agency.
2. Wildavsky, Aaron. The Politics of the Budgetary Process. Boston: Little Brown, 1964.

BUDGETING CASE STUDY

(Problem created by Wayne Johnson, Chief of Business Services, Wyoming State Library, Archives, and Historical Department.)

In a hoped for, but surprising move the Governor of Columbia recommended and the Legislature approved full state funding for the Columbia State Library Commission. Federal funds are now to be used for:

1. The regionalization of library services; and
2. To generally improve library services throughout the state of Columbia.

Participants should work in groups of from 5 to 7 persons to rebudget the $960,764 in federal funds according to federal guidelines and their view of what will meet the above two state guidelines. Line items should be utilized in re-budgeting the funds within program packages.

THE GREAT STATE OF COLUMBIA

1. 67,500 SQUARE MILES

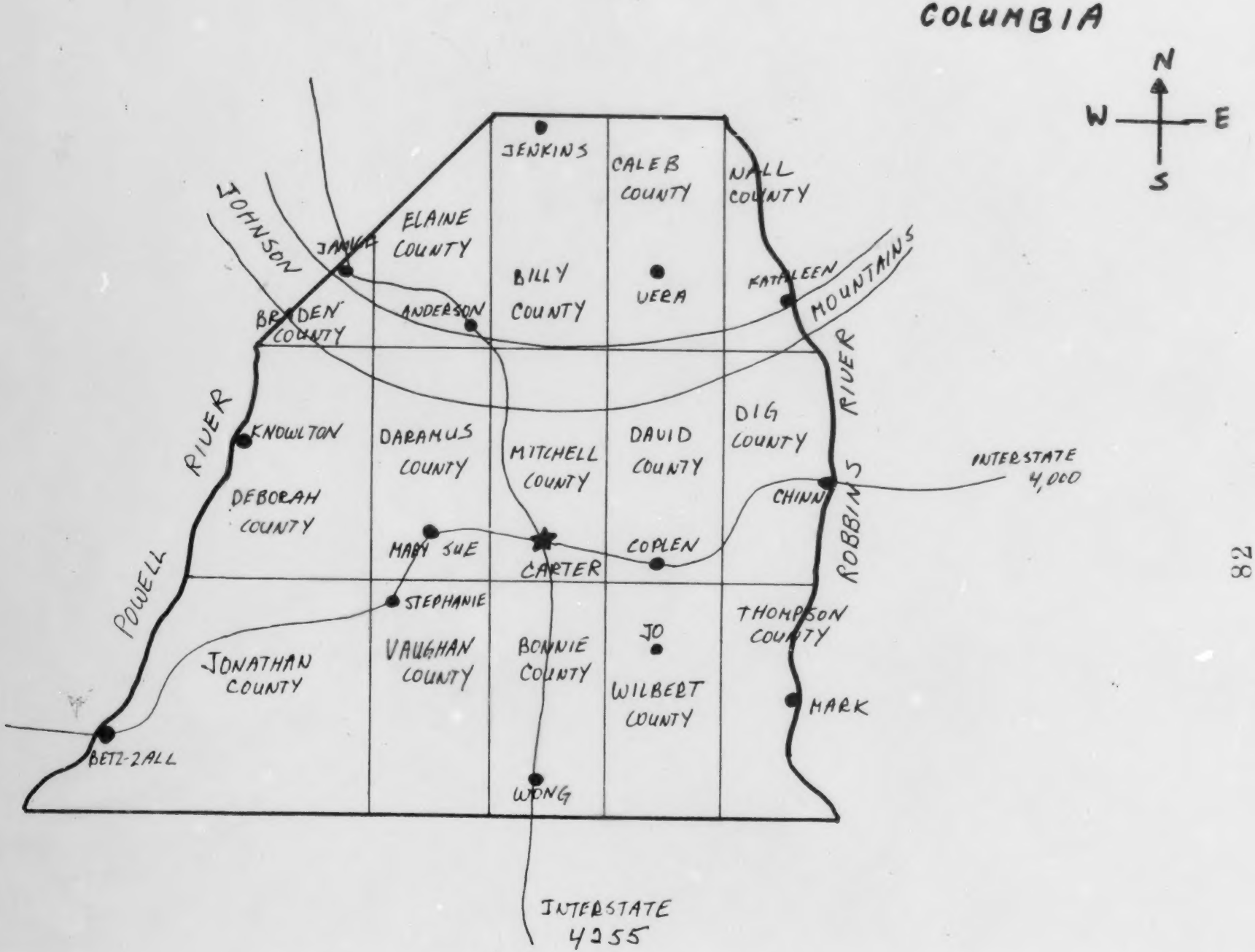
2. POPULATION
   a. 1950 - 1,315,765
   b. 1960 - 1,665,432
   c. 1970 - 2,453,755

3. GEOGRAPHY
   a. POWELL RIVER - NAVIGABLE
   b. ROBBINS RIVER - NAVIGABLE
   c. JOHNSON MOUNTAINS - RUGGED
   d. SOUTH OF MOUNTAINS - FERTILE
   e. NORTH OF MOUNTAINS - SEMI-ARID

4. CAPITOL - CARTER

5. EXECUTIVE BRANCH OF GOVERNMENT (ELECTED OFFICIALS)
   a. GOVERNOR
   b. LT. GOVERNOR
   c. SECRETARY OF STATE
   d. AUDITOR
   e. SUPERINTENDENT OF EDUCATION

6. LEGISLATURE
   a. SENATE - 45 MEMBERS ELECTED BY DISTRICT
   b. HOUSE - 100 MEMBERS ELECTED BY DISTRICT


COLUMBIA
N
W
E
S
JENKINS
CALEB COUNTY
NALL COUNTY
JOHNSON
ELAINE COUNTY
JAMIE
BILLY COUNTY
UERA
KATHLEEN
MOUNTAINS
BRADEN COUNTY
ANDERSON
RIVER
KNOWLTON
DARAMUS COUNTY
MITCHELL COUNTY
DAVID COUNTY
DIG COUNTY
INTERSTATE 4,000
DEBORAH COUNTY
CHINN
POWELL
MABY SUE
CARTER
COPLEN
ROBBINS
STEPHANIE
THOMPSON COUNTY
JONATHAN COUNTY
VAUGHAN COUNTY
BONNIE COUNTY
JO
WILBERT COUNTY
MARK
BETZ-2ALL
WONG
INTERSTATE 4255

BILLY COUNTY

1. POPULATION 6,222

2. COUNTY SEAT - JENKINS
   a. POPULATION - 5280

3. TAX SOURCES
   a. DRY FARMING - WHEAT
   b. STATE HOSPITAL

4. LIBRARY
   a. HEADQUARTERS, TWO BOOKDROPS
   b. BUDGET - $23,892
   c. STAFF
      1. PROFESSIONAL 0
      2. NONPROFESSIONAL 3

BONNIE COUNTY

1. POPULATION - 86,806

2. COUNTY SEAT - WONG
   a. POPULATION - 74,309

3. TAX SOURCES
   a. CORN
   b. CATTLE & HOGS
   c. LIGHT INDUSTRY
   d. STATE TEACHERS UNIVERSITY

4. LIBRARY
   a. HEADQUARTERS, TWO BRANCHES, ONE BOOKMOBILE
   b. BUDGET - $477,433.
   c. STAFF
      1. PROFESSIONAL 14
      2. NONPROFESSIONAL 22

BRADEN COUNTY

1. POPULATION - 5327

2. COUNTY SEAT - JANICE
   a. POPULATION - 4211

3. TAX SOURCES
   a. LUMBER
   b. DRY FARMING - WHEAT
   c. LIGHT INDUSTRY

4. LIBRARY
   a. HEADQUARTERS
   b. BUDGET - $21,308.00
   c. STAFF
      1. PROFESSIONAL 0
      2. NONPROFESSIONAL 2.5

CALEB COUNTY

1. POPULATION - 9311

2. COUNTY SEAT - VERA
   a. POPULATION - 6001

3. TAX SOURCES
   a. LIGHT INDUSTRY
   b. DRY FARMING - WHEAT

4. LIBRARY
   a. HEADQUARTERS, ONE BOOK VAN
   b. BUDGET - $38,082.00
   c. STAFF
      1. PROFESSIONAL 1
      2. NONPROFESSIONAL 2

DARAMUS COUNTY

1. POPULATION - 88,801

2. COUNTY SEAT - MARY SUE
   a. POPULATION - 47,319

3. TAX SOURCES
   a. WHEAT
   b. LUMBER
   c. LIGHT INDUSTRY
   d. MAXIMUM SECURITY PRISON/MEN

4. LIBRARY
   a. HEADQUARTERS, FOUR BOOKMOBILES
   b. BUDGET - $442,229.00
   c. STAFF
      1. PROFESSIONAL 14
      2. NONPROFESSIONAL 30

DAVID COUNTY

1. POPULATION - 82,899

2. COUNTY SEAT - COPLEN
   a. POPULATION - 44,644

3. TAX SOURCES
   a. I.B.M. PLANT
   b. WHEAT
   c. LUMBER
   d. WOMEN'S PRISON

4. LIBRARY
   a. HEADQUARTERS, THREE BRANCHES, TWO BOOKMOBILES
   b. BUDGET - $497,394.00
   c. STAFF
      1. PROFESSIONAL 17
      2. NONPROFESSIONAL 32

DEBORAH COUNTY

1. POPULATION - 91,919

2. COUNTY SEAT - KNOWLTON
   a. POPULATION - 22,439

3. TAX SOURCES
   a. LIGHT INDUSTRY
   b. WHEAT

4. LIBRARY
   a. HEADQUARTERS, TWO BOOKMOBILES
   b. BUDGET - $388,817.00
   c. STAFF
      1. PROFESSIONAL 7
      2. NONPROFESSIONAL 15

DIG COUNTY

1. POPULATION 822,901

2. COUNTY SEAT - CHINN
   a. POPULATION - 722,346

3. TAX SOURCES
   a. HEAVY INDUSTRY
   b. LIGHT INDUSTRY
   c. WHEAT
   d. TRANSPORTATION
   e. MINIMUM SECURITY PRISON/MEN

4. LIBRARY
   a. HEADQUARTERS, ELEVEN BRANCHES, FOUR BOOKMOBILES
   b. BUDGET - $4,739,944.00
   c. STAFF
      1. PROFESSIONAL 62
      2. NONPROFESSIONAL 107

ELAINE COUNTY

1. POPULATION - 4311

2. COUNTY SEAT - ANDERSON
   a. POPULATION - 2501

3. TAX SOURCES
   a. LUMBER
   b. DRY FARMING - WHEAT

4. LIBRARY
   a. HEADQUARTERS
   b. BUDGET - $17,244.00
   c. STAFF
      1. PROFESSIONAL 0
      2. NONPROFESSIONAL 2

JONATHAN COUNTY

1. POPULATION - 852,903

2. COUNTY SEAT - BETZ-ZALL
   a. POPULATION - 729,332

3. TAX SOURCES
   a. STEEL
   b. TRANSPORTATION
   c. WHEAT

4. LIBRARY
   a. HEADQUARTERS, FIVE BRANCHES
   b. BUDGET - $5,330,643.00
   c. STAFF
      1. PROFESSIONAL 44
      2. NON PROFESSIONAL 60

MITCHELL COUNTY

1. POPULATION - 144,743

2. COUNTY SEAT - CARTER (STATE CAPITOL)
   a. POPULATION - 101,766

3. TAX SOURCES
   a. GOVERNMENT - STATE & FEDERAL
   b. UNIVERSITY
   c. WHEAT
   d. LUMBER

4. LIBRARY
   a. HEADQUARTERS, FOUR BRANCHES, TWO BOOKMOBILES
   b. BUDGET - $694,766.00
   c. STAFF
      1. PROFESSIONAL 21
      2. NONPROFESSIONAL 40

NALL COUNTY

1. POPULATION - 4321

2. COUNTY SEAT - KATHLEEN
   a. POPULATION - 3555

3. TAX SOURCES
   a. LUMBER
   b. TOURISTS
   c. ART COLONY

4. LIBRARY
   a. HEADQUARTERS
   b. BUDGET - $29,167.00
   c. STAFF
      1. PROFESSIONAL 1
      2. NONPROFESSIONAL 2

THOMPSON COUNTY

1. POPULATION - 79,799

2. COUNTY SEAT - MARK
   a. POPULATION - 61,393

3. TAX SOURCES
   a. LIGHT INDUSTRY
   b. TRUCK FARMING
   c. CATTLE & HOGS
   d. CORN

4. LIBRARY
   a. HEADQUARTERS, TWO BOOKMOBILES
   b. BUDGET - $331,166.00
   c. STAFF
      1. PROFESSIONAL 6
      2. NONPROFESSIONAL 17

VAUGHAN COUNTY

1. POPULATION - 92,011

2. COUNTY SEAT - STEPHANIE
   a. POPULATION - 44,311

3. TAX SOURCES
   a. AGRICULTURE
   b. LIGHT INDUSTRY
   c. A.&.M. UNIVERSITY

4. LIBRARY
   a. HEADQUARTERS, THREE BOOKMOBILES
   b. BUDGET - $392,887.00
   c. STAFF
      1. PROFESSIONAL 9
      2. NONPROFESSIONAL 22

WILBERT COUNTY

1. POPULATION - 81,841

2. COUNTY SEAT - JO
   a. POPULATION - 12,001

3. TAX SOURCES
   a. CATTLE & HOGS
   b. CORN
   c. TRUCK FARMING

4. LIBRARY
   a. HEADQUARTERS, FOUR BOOKMOBILES
   b. BUDGET - $374,832.00
   c. STAFF
      1. PROFESSIONAL 10
      2. NONPROFESSIONAL 24

THE COLUMBIA STATE LIBRARY COMMISSION

The Columbia State Library Commission is part of the Executive Branch of the State Government.

It is governed by a Board of Commissioners. The Board has twelve members appointed by the Governor on the following basis

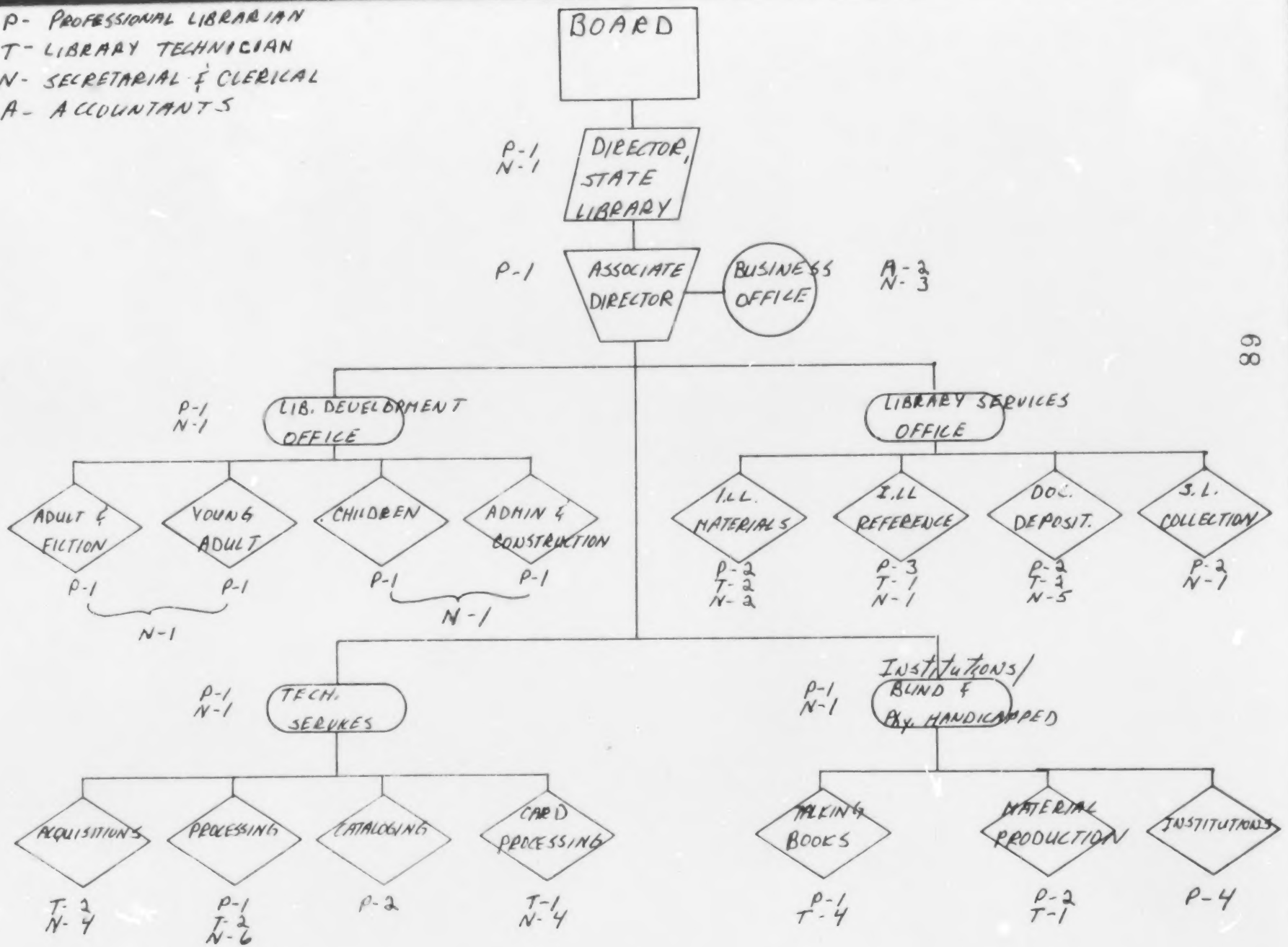
1. Director of the University Library (Ex Officio)
2. Member elected by the Columbia Library Association(four years)
3. Appointed member of the House
4. Appointed member of the Senate
5. Eight Members appointed by the Governor by District

Members serve four years. Four members must be women. The Board has no political affiliation criteria.

The Board meets quarterly in Carter. Its concerns are policy and meeting the needs of the citizens of Columbia. The Director is the appointed executive of the Board. This person is answerable to them. The rest of the staff is appointed by the Director with no Board approval needed.

P- PROFESSIONAL LIBRARIAN
T- LIBRARY TECHNICIAN
N- SECRETARIAL & CLERICAL
A- ACCOUNTANTS

19.13



EXECUTIVE & BUSINESS OFFICE

A. DIRECTORATE

1. RESPONSIBLE FOR ALL PROGRAMS OF THE STATE LIBRARY COMMISSION
2. THE CONTACT POINT WITH THE BOARD, THE EXECUTIVE, LEGISLATIVE, & JUDICIAL BRANCHES OF GOVERNMENT.
3. RESPONSIBLE FOR THE COMMISSION BUDGET SUBMISSION TO THE BOARD, THE GOVERNOR AND THE LEGISLATURE.
4. THE FOCAL POINT FOR COLUMBIA LIBRARIES STATEWIDE, REGIONALLY, & NATIONALLY.

LIBRARY DEVELOPMENT OFFICE

A. OFFICE

1. COORDINATION WITH OTHER AREAS OF THE COMMISSION
2. SUPERVISION OF STAFF OF THE PROGRAM AREAS

B. ADULT & FICTION - STATEWIDE CONSULTING AND ADVISE, WORKSHOPS

C. YOUNG ADULT - STATEWIDE CONSULTING AND ADVISE, WORKSHOPS

D. CHILDREN - STATEWIDE CONSULTING AND ADVISE, WORKSHOPS

E. ADMINISTRATION & CONSTRUCTION - STATEWIDE CONSULTING AND ADVISE, WORKSHOPS

LIBRARY SERVICES OFFICE

A. OFFICE

1. COORDINATION WITH THE OTHER AREAS OF THE COMMISSION

2. SUPERVISION OF PROGRAM AREAS

B. INTER-LIBRARY LOAD, MATERIALS

1. FURNISH MATERIALS FROM THE COMMISSION COLLECTION TO ALL LIBRARIES OF THE STATE

2. RESPONSIBLE FOR STATEWIDE UNION CATALOGS:

a. MONOGRAPHS IN ALL LIBRARIES (MANUAL SYSTEM)

b. UNION LIST OF SERIALS (DATA BASE ON COMPUTER WITH BOUND PRINTOUT)

3. SWITCHING POINT FOR INTERSTATE I.L.L. REQUESTS, BOTH OUTGOING & INCOMING

C. INTER-LIBRARY LOAN, REFERENCE

1. RESPONSIBLE FOR REFERENCE BACKUP FOR ALL LIBRARIES OF THE STATE

2. REFERENCE SERVICE FOR STATE AGENCIES

D. REGIONAL DOCUMENT DEPOSITORY/STATE DOCUMENT DEPOSITORY

1. PROCESSING & MAINTAINANCE OF GOVERNMENT PUBLICATIONS

2. WALK IN PATRON DOCUMENT REFERENCE

3. STATEWIDE DOCUMENT REFERENCE

4. FEDERAL REGIONAL DEPOSITORY DUTIES

E. STATE LIBRARY COLLECTION

1. SELECTION OF ALL MATERIALS FOR THE STATE LIBRARY COMMISSION COLLECTION

2. CIRCULATION OF THE COLLECTION

3. WALK IN PATRON REFERENCE

TECHNICAL SERVICES OFFICE

A. OFFICE

1. COORDINATION WITH OTHER AREAS OF THE COMMISSION
2. SUPERVISION OF PROGRAM AREAS

B. ACQUISITIONS

1. ORDERING ALL MATERIALS
2. RECEIVING ALL MATERIALS
3. CENTRAL MAILROOM FOR THE COMMISSION

C. PROCESSING

1. QUALITY CHECK OF INCOMING MATERIALS
2. PROCESS THE MATERIALS FOR SHELVING & CIRCULATION

D. CATALOGING

1. ORIGINAL CATALOGING OF ALL MATERIALS THAT INFORMATION IS NOT SUPPLIED BY VARIOUS MEANS
2. FILING & DROPPING CARDS IN THE PUBLIC CATALOG
3. RESPONSIBLE FOR THE SHELF LIST, AUTHORITY FILES, ETC.

E. CARD PROCESSING

1. GENERATION OF CATALOG CARDS FROM INFORMATION SUPPLIED BY VARIOUS METHODS

INSTITUTIONS/BLIND & PHYSICALLY HANDICAPPED OFFICE

A. OFFICE

1. COORDINATION WITH OTHER AREAS OF THE COMMISSION
2. SUPERVISION OF PROGRAM AREAS

B. TALKING BOOKS

1. RESPONSIBLE FOR THE CIRCULATION OF RECORDS, TAPES, ETC., ORDERED BY THE QUALIFIED CITIZENS OF THE STATE DIRECTLY TO THE COMMISSION

C. MATERIALS PRODUCTION

1. RESPONSIBLE FOR THE RECORDING OF MATERIALS REQUESTED BY BLIND PATRONS
2. RESPONSIBLE FOR THE RECORDING OF MATERIALS:
   a. BY CITIZENS OF COLUMBIA
   b. ABOUT COLUMBIA

COLUMBIA STATE LIBRARY COMMISSION

BUDGET

FISCAL YEAR 1977

DIST. CODE	LINE ITEM		AMOUNT
COMPENSATION			
101	SALARIES		713,500.
102	BENEFITS		107,024.
TOTAL			820,524.
OPERATIONS			
201	COMMUNICATIONS		51,000.
202	TRAVEL		78,300.
203	MEMBERSHIPS		16,200.
204	PRINTING		18,200.
205	POSTAGE/SHIPPING		14,000.
206	DATA SERVICES		13,500.
TOTAL			191,200.
SUPPLIES			
301	OFFICE SUPPLIES		26,400
TOTAL			26,400
INVENTORY PURCHASE			
401	BOOKS		209,000.
402	SPECIAL EQUIPMENT (LIBRARY)		15,000.
403	AUDIO-VISUAL/PHOTOGRAPHY		42,970.
404	OFFICE FURNITURE/EQUIP.		6,570.
TOTAL			273,720.
PASS THROUGH			
706	GRANTS TO LOCAL GOVERNMENTS		292,070.
TOTAL			292,070.
PROFESSIONAL			
804	CONSULTANTS		2,900.
TOTAL			2,900.
OTHER			
999	MISC.		3,850.
TOTAL			3,850.
GRAND TOTAL			1,610,664.
MEANS OF FINANCING			
	GENERAL FUND		650,000
	FEDERAL FUNDS (TOTAL)		960,664.
	74012 PUBLIC LIBRARIES	512,984.	
	74013 INTER-LIB. COOP.	294,450.	
	74014 INSTITUTION LIB.	93,270.	
	74015 BLIND & PHY. HAND.	59,960.	
GRAND TOTAL			1,610,664.

ACCOUNT 001

EXECUTIVE & BUSINESS OFFICES

DIST. CODE	LINE ITEM	AMOUNT
COMPENSATION		
101	SALARIES	89,000.
102	BENEFITS	13,350.
TOTAL		102,350.
OPERATIONS		
201	COMMUNICATIONS	2,000.
202	TRAVEL	15,000.
203	MEMBERSHIPS	2,000.
204	PRINTING	10,000.
205	POSTAGE/SHIPPING	3,200.
206	DATA SERVICES	10,000.
TOTAL		42,200.
SUPPLIES		
301	OFFICE SUPPLIES	7,000.
TOTAL		7,000.
INVENTORY PURCHASE		
404	OFFICE FURNITURE/EQUIP.	3,250.
TOTAL		3,250.
OTHER		
999	MISC.	2,000.
TOTAL		2,000.
GRAND TOTAL		156,800.

STAFF

POS. NO.	TITLE	SALARY	ASSIGNMENT
001	DIRECTOR	20,000.	EXECUTIVE DIRECTOR
002	ASSOC. DIRECTOR	17,000.	EXECUTIVE & BUSINESS OFFICE
003	SECRETARY IV	10,000.	DIRECTOR'S SECRETARY
004	ACCOUNTANT III	12,000.	SUPERVISOR, BUSINESS OFFICE
005	ACCOUNTANT II	10,000.	BUSINESS OFFICE
006	SECRETARY II	7,000.	EXECUTIVE OFFICE (ASSOC. DIR.)
007	CLERK/TYPIST II	6,500	BUSINESS OFFICE
008	CLERK/TYPIST II	6,500.	BUSINESS OFFICE
	TOTAL	89,000.	

ACCOUNT 002

LIBRARY DEVELOPMENT OFFICE

DIST. CODE	LINE ITEM	AMOUNT
COMPENSATION		
101	SALARIES	83,500.
102	BENEFITS	12,525.
TOTAL		96,025.
OPERATIONS		
201	COMMUNICATIONS	4,500.
202	TRAVEL	50,000.
203	MEMBERSHIPS	200.
204	PRINTING	6,000.
205	POSTAGE/SHIPPING	1,000.
TOTAL		61,700.
SUPPLIES		
301	OFFICE SUPPLIES	700.
TOTAL		700.
INVENTORY PURCHASE		
401	BOOKS	25,000.
403	AUDIO-VISUAL/PHOTOGRAPHY	10,000.
TOTAL		35,000.
PASS THROUGH		
706	GRANTS TO LOCAL GOVERNMENTS	292,070.
TOTAL		292,070.
PROFESSIONAL		
804	CONSULTANTS	2,000.
TOTAL		2,000.
OTHER		
999	MISC.	500.
TOTAL		500.
GRANT TOTAL		487,995.

STAFF

POS. NO.	TITLE	SALARY	ASSIGNMENT
009	LIBRARIAN V	15,000.	OFFICE DIRECTOR
010	LIBRARIAN III	12,000.	ADULT & FICTION CONSULTANT
011	LIBRARIAN III	12,000.	YOUNG ADULT CONSULTANT
012	LIBRARIAN III	12,000	CHILDREN'S CONSULTANT
013	LIBRARIAN III	12,000	ADMIN. & CONSTRUCTION CONSULTANT
014	SECRETARY II	7,000.	OFFICE
015	SECRETARY I	6,750.	A/F & Y.A.
016	SECRETARY I	6,750.	CHILD & ADMIN/CONST.
	TOTAL	83,500.	

ACCOUNT 003

LIBRARY SERVICES OFFICE

DIST. CODE	LINE ITEM	AMOUNT
COMPENSATION		
101	SALARIES	219,750.
102	BENEFITS	32,962
TOTAL		252,712
OPERATIONS		
201	COMMUNICATIONS	40,000.
202	TRAVEL	6,000.
203	MEMBERSHIPS	14,000.
204	PRINTING	1,000.
205	POSTAGE/SHIPPING	7,500.
206	DATA SERVICES	3,500.
TOTAL		72,000.
SUPPLIES		
301	OFFICE SUPPLIES	2,000
TOTAL		2,000.
INVENTORY PURCHASE		
401	BOOKS	150,000.
402	SPECIAL EQUIPMENT (LIBRARY)	15,000.
403	AUDIO-VISUAL/PHOTOGRAPHY	5,000.
TOTAL		170,000.
PROFESSIONAL		
804	CONSULTANT	600.
TOTAL		600.
OTHER		
999	MISC.	700
TOTAL		700.
GRAND TOTAL		498,012.

STAFF

POS. NO.	TITLE	SALARY	ASSIGNMENT
017	LIBRARIAN V	15,000.	OFFICE DIRECTOR
018	LIBRARIAN IV	13,000.	SUPERVISOR, I.L.L. MATERIALS
019	LIBRARIAN II	10,000.	I.L.L. MATERIALS
020	LIBRARIAN IV	13,000.	SUPERVISOR, I.L.L. REFERENCE
021	LIBRARIAN III	12,000	I.L.L. REFERENCE
022	LIBRARIAN II	10,000	I.L.L. REFERENCE
023	LIBRARIAN IV	13,000.	SUPERVISOR, DOCUMENTS
024	LIBRARIAN II	10,000.	DOCUMENTS
025	LIBRARIAN III	12,000.	STATE LIBRARY COLLECTION
026	LIBRARIAN II	10,000.	STATE LIBRARY COLLECTION
027	SECRETARY II	7,000.	OFFICE
028	TECHNICIAN II	8,000.	I.L.L. MATERIALS
029	TECHNICIAN I	7,000.	I.L.L. MATERIALS
030	TECHNICIAN II	8,000.	I.L.L. REFERENCE
031	TECHNICIAN II	8,000.	DOCUMENTS
032	TECHNICIAN I	7,000.	DOCUMENTS
033	CLERK/TYPIST II	6,500.	I.L.L. MATERIALS
034	CLERK/TYPIST I	6,250.	I.L.L. MATERIALS
035	CLERK/TYPIST II	6,500.	I.L.L. REFERENCE
036	CLERK I	6,000.	DOCUMENTS
037	CLERK I	6,000.	DOCUMENTS
038	CLERK/TYPIST II	6,500.	DOCUMENTS
039	CLERK/TYPIST I	6,250.	DOCUMENTS
040	CLERK/TYPIST I	6,250.	DOCUMENTS
041	CLERK/TYPIST II	6,500.	STATE LIBRARY COLLECTION
	TOTAL	219,750.	

ACCOUNT 004

TECHNICAL SERVICES OFFICE

DIST. CODE	LINE ITEM	AMOUNT
COMPENSATION		
101	SALARIES	178,250.
102	BENEFITS	26,737.
TOTAL		204,987
OPERATIONS		
201	COMMUNICATIONS	1,000.
202	TRAVEL	4,000.
204	PRINTING	600.
205	POSTAGE/SHIPPING	1,100.
TOTAL		6,700.
SUPPLIES		
301	OFFICE SUPPLIES	8,000.
TOTAL		8,000.

INVENTORY PURCHASE

401	BOOKS	18,000.
404	OFFICE FURNITURE/EQUIP.	3,500.
TOTAL		21,500.

OTHER

999	MISC.	400.
TOTAL		400.

GRAND TOTAL 241,587.

STAFF

POS. NO.	TITLE	SALARY	ASSIGNMENT
042	LIBRARIAN V	15,000.	OFFICE DIRECTOR
043	LIBRARIAN III	12,000	SUPERVISOR, PROCESSING
044	LIBRARIAN III	12,000	SUPERVISOR, CATALOGING
045	LIBRARIAN II	10,000	CATALOGING
046	SECRETARY II	7,000.	OFFICE
047	TECHNICIAN II	8,000	SUPERVISOR, ACQUISITIONS
048	TECHNICIAN I	7,000	ACQUISITIONS
049	CLERK I	6,000.	ACQUISITIONS
050	CLERK I	6,000	ACQUISITIONS
051	CLERK I	6,000.	ACQUISITIONS
052	CLERK I	6,000.	ACQUISITIONS
053	TECHNICIAN I	7,000.	PROCESSING
054	TECHNICIAN I	7,000.	PROCESSING
055	CLERK II	6,500.	PROCESSING
056	CLERK II	6,500	PROCESSING
057	CLERK I	6,000.	PROCESSING
058	CLERK I	6,000.	PROCESSING
059	CLERK I	6,000.	PROCESSING
060	CLERK I	6,000.	PROCESSING
061	TECHNICIAN III	7,500.	SUPERVISOR, CARD PRODUCTION
062	CLERK I	6,000.	CARD PRODUCTION
063	CLERK/TYPIST I	6,250.	CARD PRODUCTION
064	CLERK/TYPIST I	6,250.	CARD PRODUCTION
065	CLERK/TYPIST I	6,250.	CARD PRODUCTION
	TOTAL	178,250.	

ACCOUNT 005

INSTITUTIONS/BLIND & PHYSICALLY HANDICAPPED

DIST. CODE	LINE ITEM	INSTITUTIONS AMOUNT	B. & P.H. AMOUNT	TOTALS AMOUNT
COMPENSATION				
101	SALARIES	48,000.	95,000.	143,000.
102	BENEFITS	7,200.	14,250.	21,450.
TOTAL		55,200	109,250.	164,450
OPERATIONS				
201	COMMUNICATIONS	1,500.	2,000.	3,500.
202	TRAVEL	1,500.	1,800.	3,300.
204	PRINTING		600.	600.
205	POSTAGE/SHIPPING	900.	300.	1,200.
TOTAL		3,900.	4,700.	8,600.
SUPPLIES				
301	OFFICE SUPPLIES	1,200.	7,500.	8,700.
TOTAL		1,200.	7,500.	8,700.
INVENTORY PURCHASE				
401	BOOKS	16,000.		16,000.
403	AUDIO-VISUAL/PHOTOGRAPHY	16,970.	11,000.	27,970.
TOTAL		32,970.	11,000.	43,970.
PROFESSIONAL				
804	CONSULTANT	_____	300.	300.
TOTAL			300	300
OTHER				
999	MISC.	_____	250.	250.
TOTAL			250	250.
GRAND TOTALS		93,270.	133,000.	226,270.

STAFF

POS. NO.	TITLE	SALARY	ASSIGNMENT
066	LIBRARIAN V	15,000.	OFFICE DIRECTOR
067	LIBRARIAN III	12,000.	SUPERVISOR, TALKING BOOKS
068	LIBRARIAN III	12,000.	SUPERVISOR, PRODUCTION
069	LIBRARIAN III	12,000	PRODUCTION
070	LIBRARIAN III	12,000.	STATE HOSPITAL
071	LIBRARIAN III	12,000.	MAXIMUM SECURITY/MALE PRISON
072	LIBRARIAN III	12,000.	MINIMUM SECURITY/MALE PRISON
073	LIBRARIAN III	12,000.	WOMEN'S PRISON.
074	SECRETARY II	7,000.	OFFICE
075	TECHNICIAN II	8,000.	TALKING BOOKS
076	TECHNICIAN I	7,000.	TALKING BOOKS
077	TECHNICIAN I	7,000.	TALKING BOOKS
078	TECHNICIAN I	7,000.	TALKING BOOKS
079	TECHNICIAN II	8,000.	PRODUCTION
	TOTAL	143,000.	

STATE LIBRARIANSHIP CURRICULUM MODULE 20

TOPIC: EVALUATION/THE FUTURE

I. Target Audiences:

1. Library School Courses: a)Library Organization and Administration; b)Book Selection and Acquisitions; c)Research Methods in Librarianship; d)Introduction to Librarianship; e)The Library as a Social Organization.
2. Workshops, etc. a)Book Selection, Acquisition, Collection Development for all types of libraries; b)Library Trustees; c)Library administrators for all types of libraries; d)State Library Agency professional personnel.

II. Objectives:

1. To acquaint participants with the purposes and value of evaluation.
2. To introduce participants to some evaluation techniques which have value for state libraries.
3. To introduce participants to one model for evaluation (CIPP) widely used in State Libraries.
4. To engage participants in a discussion of the possible futures for state library agencies.

III. Basic Readings:

1. Beasley, K.E., Feldman, N.C. and Martin L.A. "Commentaries (on) Evaluation of Library Service," Library Trends 22:387-413. (January 1974).
2. Sheldon, Brooke E., ed. Planning & Evaluating Library Training Programs. Tallahassee, Florida State University, School of Library Science, 1973. "Twenty Evaluation Principles," by Ken Eye and Jerry Walker, p.23-28.
3. Bonn, George S. "Evaluation of the Collection," Library Trends 22:265-304. (January 1974).

IV. Content Outline:

1. Definitions of evaluation.
2. Purposes of evaluation.
    A. Search for alternatives
    B. Provision of corrective feedback while program is in operation
    C. Aid in wise decision making
    D. Budget support
3. Responsibilities of evaluators, administrators and initiators of programs.
4. The politics of the evaluation.
5. Evaluation models
    A. CIPP (Context, Input, Process and Product)
    B. Formative
    C. Summative
6. Examples of evaluation in librarianship
    A. Evaluating collections
    B. Evaluating library training programs
    C. Performance Measures for Public Libraries

V. Ancillary Activities:

1. Video Tape (3/4" cassette). Al Trezza and panel presenting the National Program of NCLIS at the American Library Association, San Francisco Conference, July 1975. Tape runs approximately 1 hour and 45 minutes. Available from Association of State Library Agencies, ALA, 50 E. Huron Street, Chicago, IL 60611.
2. Discussion questions: a)Will State Libraries or regional cooperating organizations be the leaders in developing a national library program? b)Under what conditions might a State Library choose not to evaluate some/one of its programs? c)How much does it "cost" to evaluate a State Library program?

VI. Additional Considerations for Semester Curriculum:

1. Concentrate in this final session on the future of the State Library Agency. Discuss role of NCLIS, LC, regional cooperative organizations and state librarians in fostering the role State Libraries will play in the future.

VII. Supportive Readings (item(s) starred are basic for semester curriculum):

1. DeProspo, E. and others. Performance Measures for Public Libraries. Chicago: American Library Association, 1973.
2. Hu, T. and others. Benefit-Cost Analysis of Alternative Library Delivery Systems. NY: Greenwood Press, 1975. "Evaluation of Library Programs," p.47-73.
*3. Severy, Lawrence. Application of the Experimental Method to Program Evaluation. Princeton, NJ: Educational Testing Service, November 1975. (TM Report 47; also available as ERIC document).

STATE LIBRARIANSHIP BIBLIOGRAPHY:

TO ACCOMPANY STATE LIBRARIANSHIP

MODULAR CURRICULUM

by
Jane Robbins and Anne Powell
Institute for the Education of Prospective
State Library Agency Professional
Personnel (U.S.O.E., H.E.A. Title II-B)
April-June 1976

Introduction

This State Librarianship Bibliography has been compiled with input from over 35 state library agency personnel, library consultants, educators and students. It has been arranged so as to be easily used to accompany the State Librarianship Modular Curriculum which was a major outcome of the U.S.O.E., H.E.A. Title II-B Institute for the Education of Prospective State Library Agency Professional Personnel held at the Wyoming State Library (Cheyenne) from April 5 through June 11, 1976.

In the process of preparing for and conducting the Institute the authors examined and/or used over 500 curriculum support items; the over 200 items which appear in this bibliography are considered to be the most useful for conducting educational sessions focused upon State Librarianship. Of course, when one teaches in this area, he/she will most probably want to emphasize his/her own state and region. The bibliography does not include, except in cases where the items are exemplary examples, items referring to individual states.

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